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ABSTRACT

To gather more information on the role of the liaison in research libraries, the Association of Research Libraries (ARL) Office of Management Services conducted a survey in 1992 of its academic library members. Completed surveys were returned by 49 libraries. Liaisons in both technical and public services were reported by 59 percent, while 31 percent reported having only public service liaisons. While no typical liaison position could be identified, 13 libraries reported having written definitions of liaison practice, 24 reported policies or guidelines, and 15 formulated definitions for purposes of this survey. New aspects of liaison work are emerging as access to electronic information sources expands. There is a growing need to know what factors contribute to effective liaison relations in the academic setting, and more focused and objective studies may be necessary. The kit contains: (1) survey results; (2) responses about organization and coordination of liaison librarians from nine libraries; (3) position descriptions from eight libraries; (4) definitions and guidelines from 15 organizations; (5) descriptions of internal communication of liaison activities from four libraries; (6) liaison services for library users from five libraries; (7) training descriptions from four libraries; (8) goals and evaluation criteria from eight libraries; and (9) assessment policies from two libraries. An annotated bibliography of 30 entries is provided. Flyer 189 is included, which summarizes the kit. (SLD)

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Kit 189

Liaison Services in ARL Libraries
November/December 1992

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SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Flyer 189

Liaison Services in ARL Libraries

November/December 1992

INTRODUCTION

Since the introduction of subject specialists in North American academic libraries during the 1960s, liaison activities have been an integral part of the services provided by academic librarians. Prior to that time, much of the responsibility for building library collections was held by teaching faculty. As the shift toward library control of acquisitions budgets and collection development occurred, a close working relationship between faculty and the library developed through the cultivation of liaison relations. The role of liaisons has evolved over the years as the need for additional services has grown. More recently, as the potential for access to remote information sources increases, liaison services are taking on even greater importance. In a setting where access to information is infinite, the role of the liaison as a knowledgeable guide grows in importance.

In order to gather more information on the role of the liaison in research libraries, the ARL Office of Management Services conducted a survey in the Summer of 1992 of its academis library members. The questions on the survey were designed to elicit both descriptive and categorical responses documenting the range of activities in which liaisons engage. Four major areas of assessment were investigated: 1) the placement of liaisons within the organizational structure; 2) the definition of liaison services, and policies pertaining to them; 3) the coordination of liaison activities, and 4) the nature of liaison practice itself.

SURVEY RESULTS

Completed surveys were returned by 49 libraries (47% response rate), all of which employ librarians with liaison responsibilities. Few respondents (3) identified a single location in their library's hierarchy where liaison librarians are positioned. Nearly twice as many libraries (59%) reported liaisons in both technical and public services as reported having only public services liaisons (31%). Titles used to designate librarians with liaison responsibilities also differ from one institution to another, as well as within individual institutions. Consequently, in most cases, no "typical" liaison position could be identified for analysis.

Reporting Relationships. In the majority of libraries responding, liaisons (35 libraries) have dual assignments requiring them to divide their time among a wide variety of duties, as well as to report to more than one coordinator. In general, liaisons are assigned one or more "primary" areas of responsibility such as reference, cataloging, or administration, to which their subject liaison assignment is added, and which determines both to whom they report, and the scope of their liaison activities. The most frequent pattern of reporting (9) involves one department head and a Collection Development Officer. Overall, 51% of responding libraries have at least some liaisons reporting, in whole or in part, to a Head of Collection Development. Liaison responsibilities may consume anywhere from 5% to 100% of a librarian's time.

Definitions and Policies. Thirteen ARL libraries reported having written definitions of liaison service or practice; 24 libraries reported having policies or guidelines governing liaison activities; and 15 formulated definitions for purposes of this survey. Altogether, a total of 31 documents containing definitions and/or guidelines were obtained for analysis. Content analysis of these documents revealed five recurring elements: 1) a statement of the purpose or mission of liaison work; 2) identification of the liaison's service group(s); 3) an indication of the role assumed by a departmental representative, if one is appointed; 4) a statement about the nature of communication between liaisons and their assigned departments, and 5) an indication of the range of services liaisons are expected to offer.

Faculty were identified as the primary target of liaison activities in 23 of the 30 documents analyzed (77%); of these, 14 also considered students part of the liaison's primary service group. Collection development was stated to be the primary activity supported by liaison relations in all but eight of the documents. Other activities included: reference, library instruction, new faculty orientations, and mediation of service problems. Half the documents called for a departmental representative to serve as the liaison's primary contact, and in nearly every case, the definitions or guidelines made clear that communication was to flow between the library and the faculty and university community.

Liaison Activities. Other questions on the survey elicited additional information about the activities in which liaisons engage, and how liaisons interact with assigned departments.

Methods used to assess the information needs of liaison departments emphasize the importance of ongoing personal contacts (37%), individual consultation with faculty (20%), and, to a lesser degree, students (16%). Both formal and informal methods of communication are used to promote liaison services, although only eight libraries reported having a handbook or manual explaining liaison services to users. It is clear from survey responses that liaison practice takes a variety of forms depending upon the particular inclinations of liaisons and the differing needs and methodological approaches to knowledge adopted by each discipline.

Faculty Role. According to survey results, faculty play a fairly active role in collection development. In addition to recommending specific titles (94%) and rating firm orders (41%), faculty at a surprisingly large number of libraries review books arriving on approval plans (33%). Faculty may also participate in approval plan profiling (31%), or reviewing current serial subscriptions and recommending new journals (16%). In 71% of libraries, however, the selection decision ultimately rests with liaison librarians.

In addition to this decision-making role in collection development, liaisons at some institutions serve in an advisory capacity with regard to policy issues (53%) and budget allocations (73%), either by serving on, or providing input to, library committees, or through written reports or individual consultation with the Head of Collection Management. However, eight libraries (16%) indicated liaisons have no input to materials budget allocation, and in 7 (14%), liaisons have only advisory responsibility for collection development. Only three libraries indicated policy issues are decided without liaison librarians' input.

Communication Processes. The survey also asked about the methods by which information gathered by liaisons is fed into the library's decision-making processes. Six strategies, used either alone or in combination, were identified in the 44 narrative responses to this question. These formal methods, which include meetings of liaisons as a whole (23%), as subject clusters (23%), or in a representative committee (25%), as well as written reports (23%), individual meetings with a collection management administrator (18%), and regular departmental meetings (14%), are supplemented with informal communication in at least 27% of libraries responding. Other strategies mentioned were periodic needs assessment surveys (2) and serials reviews (2). Five libraries did not have formal processes for communicating information gathered by liaisons to library administrators, while one library has no means at all for such communication.

Surveys indicated that the most common challenges to effective liaison work are time (67%) and budgetary constraints (57%), the former due to competing responsibilities. Other common barriers were unreceptive (31%) or over-demanding faculty (20%), responsibility for too many departments (31%), and lack of appropriate subject expertise (24%).

Thirty-four (69%) respondents commented on what they thought graduate degree programs in library science should be doing to prepare graduates for performing effective liaison work in academic settings. Responses fell into three categories: 1) practical knowledge about liaison practice; 2) general skills development; and 3) specialized knowledge of scholarship and research processes. Most frequently mentioned were communication skills (26%), and the need for a deeper understanding of collection development (24%) and the budgeting and acquisitions processes typical of academic libraries (24%). A fuller discussion of the political and cultural dynamics effecting university communities (15%) was also recommended. Some (15%) expressed the opinion that much of what liaisons need to know in order to be effective cannot be taught, but must either be intrinsic or acquired through practice.

Respondents' closing comments generally support the importance and effectiveness of liaison services in academic libraries. Concern was expressed however that liaisons need "freedom to work independently with faculty and users...[and their work] needs to be better recognized and rewarded by management for the skill and creativity it requires" (U. Minnesota). This attitude is reflected generally by the de-emphasis on policies regarding how liaison responsibilities are carried out. What is stressed is what gets accomplished through liaison relations, and how liaison activities impact other responsibilities such as collection development, instruction, and reference services.

ISSUES AND TRENDS

There are new aspects of liaison work emerging as access to electronic information sources expands. As these changes take place it may be beneficial to examine liaison services in a more focused and objective manner than has been done previously. There is a growing need to know what factors contribute to effective liaison relations in the academic setting. Effort should be made to continue exploring non-traditional and expanded roles for liaisons, as contributing members of research teams and instructional programs.

Until recently, the library collection has formed the focus of library activity. But as the physical collection becomes less central, the user is becoming the focus of library services The role librarians are to have in this decentralized information environment could depend largely upon the effectiveness with which liaison librarians are able to monitor, anticipate, and responding to users' information needs.

This Kit and Flyer was compiled by Gail F. Latta, Assistant Professor and Psychology Subject Specialist, University of Nebraska Libraries, and was prepared as part of the OMS Collaborative Research/Writing Program.

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Kit 189

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ARL Libraries

November/December 1992

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SYSTEMS AND PROCEDURES EXCHANGE CENTER

SURVEY RESULTS

TO: SPEC Liaisons

FROM: C. Brigid Welch, Program Officer for Information Services
Gail F. Latta, Assistant Professor, University of Nebraska-Lincoln
GailL@unllib.unl.edu or (402) 472-2521/(402) 466-7486

DATE: 6 September 1992

SUBJECT: SPEC Survey and Call for Documents on Liaison Services

This SPEC Survey is designed to assess the status of liaison services in academic ARL Libraries. Specifically, we are interested in examining the activities and management of librarians whose job duties include, in whole or in part, serving as the library's liaison with one or more academic departments. The term "liaison librarian" in this survey should be interpreted in this broad sense. The questions are intended to focus on those aspects of liaison librarians' work which define their role as liaisons, regardless of what their other job responsibilities include. A SPEC Kit compiled from survey responses will document the scope and nature of liaison services in academic ARL libraries.

Because we are assessing an aspect of librarianship which has received limited systematic examination in the past, many of the questions invite extended explanation or elaboration. In some instances it may be necessary to append additional sheets of paper in order to complete your responses. Alternatively, if a question may be answered by referring to existing library documents, you may simply indicate so on the survey, and enclose copies of these documents with your completed survey. Some of the questions on this survey may require analysis of your library's operations from a new perspective; therefore, if you should desire clarification, please feel free to contact me, or to consult with colleagues before making a response. Your participation in this survey is very much appreciated.

SPEC SURVEY - LIAISON SERVICES

Library/Institution:_____

Contact Person:_____ Title:_____

Telephone:_____ E-mail:_____

Part A - Organizational Structure

1. Does your library employ librarians whose job duties include liaison responsibilities with designated academic departments?
   _____ YES -- Please respond to all remaining questions on this survey.
   _____ NO -- Please indicate, below, who serves as the library's primary contact with faculty and students at your institution. Then read the following survey questions, responding only if applicable to your institution: Part A, question 6; Part B, questions 1 & 5; Part D, questions 2, 3, 5, 7, & 9-11.

2. What is the official title assigned these librarians? (if more than one title is used, please list and explain)

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SURVEY RESPONSES

Part A - Organizational Structure

1. Does your library employ librarians whose job duties include liaison responsibilities with designated academic departments?

   49 YES
   0 NO

   Respondents:
   University of Alabama
   University of Alberta
   University of British Columbia
   Brown University
   University of California, Berkeley
   University of California, Irvine
   University of California, San Diego
   University of California, Santa Barbara
   University of Chicago
   Colorado State University
   University of Connecticut
   Dartmouth College Library
   Georgetown University
   University of Guelph
   *Harvard University
   University of Hawaii
   University of Illinois at Urbana-Champaign
   University of Iowa
   University of Kansas
   Kent State University
   McGill University
   McMaster University
   University of Manitoba
   University of Maryland at College Park
   Massachusetts Institute of Technology
   Michigan State University
   University of Michigan
   University of Minnesota
   University of Nebraska-Lincoln
   University of New Mexico
   New York University
   University of Notre Dame
   University of Oklahoma
   University of Oregon
   Princeton University
   Purdue University
   Rice University
   State University of New York at Stony Brook
   Syracuse University
   Temple University
   Texas A&M University
   University of Texas at Austin
   Virginia Tech University
   University of Washington - Main Library & branches
   University of Washington - Health Sciences Library
   Washington University
   University of Waterloo

Wayne State University
University of Western Ontario
* one general liaison serves all faculty

2. What is the official title assigned these librarians? (if more than one title is used, please list and explain)

Responses varied widely; liaison responsibilities may be either a primary or secondary assignment. The following titles were mentioned by one or more institutions as including some component of liaison responsibility. The titles may be used alone, or in combination with other titles or a subject designation identifying the liaison's area(s) of responsibility.

Specific designations:

Bibliographer / Subject Bibliographer / "Subject" Bibliographer (16)
"Subject" Librarian (12) (ex. "Latin American Studies Librarian" or Social Sciences/Humanities Librarian")
Selector / Subject Selector (8)
Collection Development Librarian / Collection Management Librarians / Collections Librarian (4)
Head of Collection Development &/or Management (4)
Library/Faculty Liaison / Liaison Officer / Liaison Librarian / Liaison to _____ Department (4)
Subject Specialist (2)
Collection Manager (secondary assignment for PS or TS librarians) (1)
Area Librarian (across disciplines) (1)
Reference/Collection Development Librarians (2)
Science Information Network Librarian (U. British Columbia)
PARSCAN Librarian (patents) (U. British Columbia)
Assistant Director for Research Resources (liaison to all faculty) (Harvard University)

Others with liaison assignments include:

Reference Librarians (9) / Department, Unit, or Branch Heads (6) / Special Collections Librarian/Curators (5) / Catalogers (3) / Acquisitions Librarian / Serials Librarian / Special Librarian / Instructional Services Librarian (2) / Assistant Librarian (2) / Academic Support / Interlibrary Services Librarian / Systems Officer / Circulation Services Librarian / Coordinator, Newspaper Project

3. Where, in the organizational structure of the library, are these librarians positioned?

Liaison responsibilities are assigned to librarians throughout the organizational structures of most ARL libraries that responded. (see also Part A, question 7, below). Seventeen respondents provided organizational charts clearly illustrating the reporting lines of positions that include liaison responsibilities. A selection of these charts are reproduced in the "Organization and Coordination of Liaison Librarians" section of this SPEC Kit.

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7. Are librarians with liaison responsibilities considered part of technical or public services personnel?

__0__ technical services (all liaisons are part of technical services)
__15__ public services (all liaisons are part of public services)
__2__ both (all liaisons are considered part of both technical and public services)
__27__ either (a liaison may hold a position in either technical or public services)
__8*__ other (please explain)_____.
__4__ No Response

* = more than one option marked by 7 of these respondents

4. How many positions in your library include liaison responsibilities?

see chart on next page

6. Please provide approximate figures for:

a. the total number of faculty at your institution
see chart on next page.
b. the size of the undergraduate enrollment
see chart on next page.
c. the size of the graduate student enrollment
see chart on next page.

5. For each liaison librarian, please indicate how many humanities, sciences and social sciences departments are assigned:

Thirty-four libraries provided data for this question. The following is an one aggregate representation of the number of departments liaisons in different disciplines serve. The data do not reflect size or service demands of departments, nor are the figures adjusted for proportion of appointment devoted to liaison responsibilities.

	% Liaisons with ## Assigned Departments					
	Hum / Soc Sci	/ Sci	/ Hum & SS	/ H & Sci	/ SS & Sci	
1 department	51%	46%	38%	0	0	0
2 departments	18%	24%	17%	33%	20%	24%
3 departments	14%	14%	13%	30%	0	24%
4 departments	9%	6%	11%	13%	60%	12%
5 departments	6%	5%	11%	5%	0	12%
6 departments	<1%	2%	5%	2%	20%	18%
7 departments	0	<1%	2%	3%		0
8 departments	<1%	2%	<1%	8%		5%
9 departments	<1%	1%	<1%	0		0
10 departments	<1%		1%	3%		0
11 departments				3%		5%
12 departments			1%			
	100%	100%	100%	100%	100%	100%

Note: Data gathered on the number of academic departments for which each liaison is responsible, as well as the size of the faculty and student populations (see next page), did not reveal discernible patterns. The variability in this data was too great to draw any conclusions about the relationships among these parameters. Further analysis, perhaps using budget data reported to ARL, or translating

positions with partial liaison assignments into "full time equivalents", might produce some standardized measures of staffing for liaison services.

	4. # liaisons	6a. total faculty	6b. # undergraduates	6b. # graduates
Alberta	48	1421	25,305	4,065
Alabama	22	794	16,000	3,600
Brit.Col.	9		25,000	6,000
Brown	20			
UC Berkeley	50	2200	21,590	9,048
UC Irvine	19	1425	13,888	3,251
UCSD	25	675	14,500	3,500
UCSB	36	850	16,000	2,500
Chicago				
Colo State	15	1567	20,967	2,009
Conn	19			
Dartmouth	30	854	4,266	1,169
Georgetown	26	734	6,028	5,797
Guelph	24	740	11,100	1,355
Harvard	1			
Hawaii	33	2044	12,530	6,500
Illinois	25	2417	25,846	9,961
Iowa	29	1033		
Kansas	31	2000	23,000	6,000
Kent State	29	912	28,049	5,251
McGill	all			
McMaster	2	1000	10,750	
Manitoba	31	1284	21,046	2,503
Maryland	22	2000	23,630	9,228
MIT	37	1000	4,500	4,500
Mich. State	37	2600	30,706	7,359
Michigan	45-50	3000	30,000	14,000
Minn	52	1513	56,348	13,056
Nebraska	20	1500	19,746	4,381
New Mexico	30	1400	17,000	8,000
New York U	23	1097	33,340 Total students	
Notre Dame	17	1145	7,623	1,462
Oklahoma	11	1470	18,000	2,000
Oregon	25	1100	12,000	4,000
Princeton	60	700	4,500	1,868
Purdue	20	2000	30,000	6,000
Rice	12	500	25,000	1,500
SUNY-SB	26	911	10,515	4,790
Syracuse	25	928	14,578	6,328
Temple	19	1670	20,500	10,100
Texas A&M	22	2013	41,017	6,035
Texas	38	2044	37,100	12,500
Vir. Tech	21	2500	18,000	5,000
U Wash	65			
U WashHSLIC	12	1626	747	2,080
Washington	24	610	6,341	5,332
Waterloo	17	842	25,150	2,140
Wayne State				
W. Ontario	20	1413	19,971	2,841

8. Rank, in order of importance, each of the following qualifications considered relevant for selecting liaison librarians at your institution (1=most important; n/r=not relevant)

Numbers in cells represent the number of respondents assigning the corresponding rating (at top of column) to a particular qualification (indicated to right of chart).

Respondents' ratings								Qualifications
1	2	3	4	5	6	7	8	
30	0	2	3	0	0	0	0	MLS (from an accredited school)
3	13	8	2	8	0	1	3	second masters degree
5	12	3	7	5	1	2	1	relevant undergraduate major
0	3	4	4	6	3	6	2	scholarly research/publication
2	5	5	4	0	2	0	3	minimum 1-5 years' experience
1	1	2	3	3	8	5	2	participation in professional associations
6	6	4	6	2	3	3	1	language expertise
5	6	10	3	6	5	0	0	demonstrated communication skills

Respondents' ratings					Qualifications
0	x	r	e	other	
7	2	0	4	1	MLS (from an accredited school)
10	1	1	0	1	second masters degree
10	1	0	0	2	relevant undergraduate major
19	1	1	0	0	scholarly research/publication
23	1	2	0	2	minimum 1-5 years' experience (write in number)
22	0	2	0	0	participation in professional associations
13	0	1	*	4	language expertise
8	4	1	0	1	demonstrated communication skills

x = important but not rated
r = irrelevant
e = essential
* = considered essential for certain areas of liaison responsibility (e.g. foreign languages & literature)

Other qualifications (with # respondents mentioning each):

5	public service or collection development knowledge/experience
5	subject expertise (obtained in various ways)
2	knowledge of scholarly communication or how scholars work in assigned areas
2	interest/willingness to select
1	Initiative
1	Creative Problem Solving
1	automated systems

Summary: After the MLS, which was considered most important or essential by 69% (34) of libraries, some form of subject expertise was considered the most significant criteria for liaison positions. A relevant under-graduate degree (17), second masters, or subject knowledge gained in some other way (5) was ranked first or second in importance by 78% of respondents.

9. Indicate which of the following activities are typically performed by liaison librarians at your institution, and indicate the percentage of time devoted to each:

%		%	Other includes:
_____	Collection Development	_____	administration
_____	Reference Services		staff supervision
_____	Computer Search		committee work/meetings
_____	Library Instruction		faculty liaison
_____	Cataloging		professional development
_____	Materials Acquisitions		research

Summary: Most libraries indicated that no "typical" liaison position could be identified for analysis. Liaison responsibility may be a primary assignment for some, but is a secondary assignment for many. Other responsibilities depend on primary assignment. Time spent on liaison depends both upon other duties assigned, and upon the number, size, and demands of liaison departments. Liaison assignments may occupy anywhere from 5% to 100% of a librarian's time.

10. Position descriptions for Liaison Librarians

See "Position Descriptions" section of SPEC Kit for samples

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Part B - Policies and Definitions

1. Does your library have a written definition of liaison service/practice?

   13 YES -- 12 supplied copies of their definitions
   36 NO -- 15 wrote definitions as requested for survey

   See text of flier for analysis of content, & "Definitions & Guidelines" section of SPEC Kit for sample documents.

2. Does your library have written policies or guidelines governing the functions, activities, or responsibilities of librarians with liaison assignments?

   24 YES -- 13 sent copies of policies
   25 NO

   See text of flier for analysis of content, & "Definitions & Guidelines" section of SPEC Kit for sample documents.

3. Do liaison librarians regularly participate in establishing policies governing their activities?

   26 YES -- Please explain their role, below.
   24 respondents commented on the role of liaisons in policy formulation. Principle means of participation are either through periodic meetings of liaisons as a whole or in clusters (13), &/or through a representative Collection Development Committee (11). Others (2) indicated a variety of committees are responsible for different policy areas. At one library, the Collection Development Officer develops policy with informal input from liaisons; at another, liaisons incorporated policy into their job descriptions.
   3 NO -- Please indicate, below, who is responsible for establishing policy.
   One respondent indicated the Chief Collection Development Officer is responsible for establishing policy in consultation with others.
   19 No Response

4. Do liaison librarians at your institution have written goals and objectives (personal or institutional) to guide their liaison activities?

   24 YES
   Goals are in most cases individual; insufficient documentation was obtained for analysis. **See "Liaison Goals & Evaluation Criteria" section of SPEC Kit for sample documents.**
   14 NO
   11 OPTIONAL -- Some do, others don't

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5. Does your library compile statistics documenting liaison activities?

6* YES -- Please indicate what statistics are compiled, and how these statistics are used by administration?
One respondent provided minutes to a meeting between liaison and departmental representative; another indicated statistics were loosely maintained.
*3 Respondents appear to have misinterpreted this question; 1 respondent provided no documentation or comments.

42 NO

1 No response.

6. What methods of communication have been established to ensure that information gathered by liaison librarians is considered in the library's decision-making processes?

Narrative responses to this question were analyzed, yielding the following breakdown. Note that many respondents reported using more than one method:

12 informal communication (includes e-mail)
11 liaisons are represented or may serve on a Collection Development Committee
10 liaisons meet regularly in subject teams or clusters
10 liaisons submit annual reports (may be part of budget review)
10 all liaisons meet together regularly
8 liaisons meet individually with Head of Collection Development or Chief Bibliographer
6 department meetings or individual meetings with department head
3 liaison activities are incorporated in unit annual reports
4 general meetings
3 Head of Collection Development represents liaisons in administrative matters
2 liaisons meet regularly with bibliographers
2 needs assessment or department surveys conducted periodically
2 serials review projects
3 liaisons attend faculty library committee or curriculum committee
5 no formal process
5 No Response

The following shows how many libraries reported using a given number of methods:

# libraries	
14	1 method
16	2 methods
10	3 methods
2	4 methods
1	5 methods
1	None
5	No response

Part C - Coordination of Liaison Services

1. Referring to the job responsibilities outlined in Part A, question 9 above, please indicate how the various activities of liaison librarians in your library are coordinated. Indicate, in particular, whether different aspects of liaisons' responsibilities (e.g. collection development and library instruction) are coordinated by different committees or individuals.

Narrative responses yielded the following breakdown:

- 35 liaisons' various responsibilities are coordinated by different administrators (may cross departmental lines)
- 2 liaisons' various responsibilities all coordinated at departmental level
- 2 No formal coordination of liaison responsibilities
- 3 Ambiguous or incomplete responses
- 7 No response

2. To whom do liaison librarians report?

9 -- Single reporting line

At 9 libraries, all liaisons report to one individual:

- 1 Collection Development Officer
- ____ Head of Acquisitions
- ____ Head of Cataloging
- 3 Head of Reference(some different for each subject library)
- 2 Associate Dean for Public Services/Collection Development
- ____ Associate Dean for Technical Services
- 2 Head of appropriate subject division
- 1 to their respective department heads

18 -- Multiple reporting lines - same for all liaisons

At 18 libraries, all liaisons report to the same group of administrators. These groups are as follows:

- 5 Collection Development Officer & others (3)
- 4 Collection Development Officer & Head of Reference
- 2 Collection Development Officer & appropriate department head or AUL
- 1 Associate Dean for Public Services & College Head & Library Director
- 1 Coordinators & others
- 1 Collection Development Officer & Divisional Librarian
- 1 Collection Development Officer (indirectly through department heads)
- 1 Head of Reference & Bibliographer
- 1 Collection Development Officer & primary department head & Asst. Director
- 1 Collection Development Officer & others: Head subject reference departments, media services, cataloging, access services.

22 -- Different reporting lines for different liaisons:

At 22 libraries, reporting lines vary for different liaisons (includes both liaisons who report to single and multiple administrators):

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Legend:
a - Collection Development Officer
b - Head of Acquisitions
c - Head of Cataloging
d - Head of Reference
e - Associate Dean for Public Services
f - Associate Dean for Technical Services

Responses:

1 c or d or Unit/branch/ or Head of subject department
1 a or d or e or f or AUL/Sciences
1 a or d or heads of branches, other depts.
1 a or d or e or Head of Special Collections
1 a or c or d or e or f or other (unspecified)
1 a or d or e or Heads of Individual Libraries
1 a or b or c or d or Academic Support Librarian or Collection Assessment Librarian
1 a or e
1 Head of Department or Director of Libraries
1 a or d or e
1 Heads of campus libraries or subject clusters
1 To appropriate Division Head: CD Subject Heads, Reference Head, Public Services Head, or Technical Services Head
1 a or Deputy University Librarian & AUL for Rare Books
1 e or Humanities Librarian (who reports to the Assoc Dean)
1 d or Head of Satellite Collections
1 Department Heads or AULs for their primary jobs
1 Head of Acquisitions & Cataloging or 4 or 5 or Head, Maps & Government Information or Head, Fine Arts, or Head, Science & Technology
1 a or c or d or e or Assistant Director for Branch Services (some with dual reporting)
1 Appropriate line supervisor (may be public or technical services)
1 e or f
1 d or Head of Branch Services
1 Appropriate Unit director or f

3. Is this person also responsible for evaluating liaison librarians' performance?

Responses have been separated into those libraries in which all liaisons report to one supervisor (A), those in which liaisons report to the same set of administrators (B), and those in which liaisons report to a different group of administrators depending upon their positions (C).

A. Liaisons all report to the same supervisor:

6 One supervisor; Responsible for evaluation of liaison
1 One supervisor; CD librarian provides input to evaluation

(continued on next page)

B. Liaison all report to the same set of supervisors:

1 Dual reporting; CD does not evaluate
12 Dual reporting; both CD officer and another supervisor evaluate
4 Dual reporting; CD provides input
1 Dual reporting; self-evaluation
1 Dual reporting; CD does not evaluate
2 Dual reporting; no evaluation

C. Liaisons report to different groups of supervisors:

2 Different supervisors; CD provides input
12 Different supervisors; CD or another supervisor does evaluation (not clear which)
2 Different supervisors; CD does partial evaluation
1 Different supervisors; peer review
2 Different supervisors; no evaluation
2 Different supervisors; all evaluate

4. What criteria are used to evaluate librarians with regard to their liaison responsibilities?

14 evaluation criteria include liaison functions
17 evaluation criteria do not specifically cover liaison functions
4 goal-based evaluation (may include liaison criteria)
3 librarians not evaluated
11 No Response

5. What kind of training or orientation is provided for librarians with liaison responsibilities?

Narrative responses were categorized as follows. Note that several libraries reported using more than one technique.

14 provide general orientation
9 prepare customized or tailored orientation
8 assign a mentor or tutor for first several months
8 have procedures manual
6 on-going workshops provided for liaisons
5 introduce liaison to faculty
3 little training provided
1 extensive training checklist followed
1 training materials being developed
10 no response

6. What opportunities do liaison librarians have to meet as a group to discuss issues, projects or techniques for effective liaison work?

Little new information was gained from responses to this question. Libraries rely on regular meeting structures described in Part B, Question 6, above, and on informal networking among liaisons. Several indicated liaisons may form their own meetings if the need for them is felt.

Part D - Liaison Practice

1. Who serves as a liaison's primary contact with assigned departments?

   a. Single responses: 19 respondents
   _____ department chair
   __17__ departmental representative or "book chair"
   _____ departmental library committee
   _____ primary contact is maintained with each faculty member individually
   __1__ other: Collection Development Advisor assigned by department*
   __1__ Not applicable: It's not formalized.

   b. Multiple responses: 30 respondents
   __22__ department chair
   __28__ departmental representative or "book chair"
   __26__ departmental library committee
   __15__ primary contact is maintained with each faculty member individually
   __1__ other: contact with selected faculty members

Summary: More than half of respondents (61%) indicated there was no single, uniform pattern of contact with departments practiced. Designating a departmental "book chair", however, was employed by liaisons at 91% (45) of libraries responding.

2. How are liaison services promoted to members of the academic community?

   __42__ formal written communication (e.g. letters)
   __44__ informal written communication (e.g. memos)
   __36__ regular publications (e.g. library newsletter)
   __43__ attending departmental faculty meetings
   __47__ meeting individually with faculty or students
   __18__ attending student organization meetings
   __27__ library-sponsored meetings
   __31__ electronic campus network/bulletin board/e-mail
   __2__ other: telephone
   __1__ other: serving as secretary of Faculty of Arts & Sciences Library Committee
   __1__ other: Annual "New Faculty Packet" includes information on liaisons. (Iowa)
   __1__ other: Workshops
   __1__ other: University news bulletin; senate & senate subcommittees

3. Does your library have a handbook or manual describing liaison services to library users?

   __8__ YES -- To whom is this document distributed? _____
   4 documents were received; one was out of print.
   See "Documents Communicating Liaison Role to Library Users" section of SPEC Kit for these and related documents.
   __40__ NO
   __1__ Other: in the process of drafting one

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4. What methods, direct or indirect, do liaison librarians employ to assess the information needs of faculty and students in their liaison departments?

Narrative responses yielded the following breakdown:

18	informal personal contacts with faculty
10	formal consultation or interviews with faculty
9	conduct faculty surveys (on paper or by e-mail)
8	discussions with students
8	meet with departmental representative
6	attend faculty meetings or retreats
4	check course listings and university catalog
4	monitor department growth and curriculum development & research
4	check reserve lists, course syllabi, and campus calendars
4	work with faculty to develop library instruction assignments
4	monitor questions at the reference desk
4	keep current in the disciplines served
3	letters to faculty
2	take courses in liaison departments
2	make departmental presentations or orientations
2	review interlibrary loan requests submitted by department
2	meet with departmental library committee
2	attend professional conferences in liaison discipline
2	read departmental newsletters
2	review faculty research notices
2	monitor patterns of collection use
1	sponsor open house
1	assist in departmental accreditation review
1	meet with department chair
1	involve departments in serial reviews
1	contact through other public service roles
1	involve faculty in revising collection development policies
1	committee work
1	develop faculty profiles
1	read biographical data of faculty
2	solicit and keep aware of faculty recommendations for collection
1	library newsletter
1	advertisements

5. What is the role of faculty in collection development? How do they provide input?

46	Recommend titles
20	Rate firm order slips or publishers' blurbs
40	Convey requests through a departmental representative or "book chair"
16	Review books arriving on approval plans
15	Participate in approval plan profiling
13	Other

6. Is the liaison librarian's role in collection development advisory or decision-making in nature? Explain.

6	Advisory
30	Decision-making (collection development/expenditure of funds)
1	Shared responsibility (final decisions made by Collection Development department)
4	Both: Advisory on general policy; decision-making on most individual purchases -- exception may include serials, or expenditure of non-discretionary funds.
1	Advisory on paper; decision-making in reality in most cases
2	Varies by department
4	No response

7. How is the materials budget allocated in your library?

4	Assigned to academic departments
24	Assigned to liaison librarians
6	Assigned to disciplines for use by both faculty and liaisons
1	Assigned to separate funds for both a. and b.
9	Other: Assigned to broad subject areas, library departments or discipline-specific funds: librarians control expenditure in all cases but one.
1	Other: Combination of first three strategies.
4	No response

8. To what extent, and in what way, do liaison librarians participate in the budget allocation process?

15	written reports/requests submitted to Head Collection Development or decision-making committee (e.g. Collection Development Committee or Budget Review Committee)
8	Liaisons have no role in budget allocations
6	Indirect methods of communicating needs to Collection Development Committee
5	Serve on Collection Development or Budget Review Committee
5	Individual meetings with Head of Collection Development
5	Unspecified means of providing input
1	Involves faculty in liaison departments in preparing budget requests
4	Other:
5	No response

Note: Total is more than 49 because three libraries listed two methods each, and one library listed three.

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9. What barriers to effective liaison work do librarians encounter at your institution?

9	lack of administrative support, (ex. lack of a full-time Collection Development Officer)
33	time constraints, (many competing responsibilities besides liaison work)
15	unreceptive faculty, (2 disinterested)(occasionally)(competing time restraints on their time)
12	lack of appropriate subject expertise, (anticipated in the future as professional staff is downsized/need more training
15	liaisons responsible for too many departments,* (lack of staff)
10	over-demanding faculty,
28	budgetary constraints
Other:	
1	some departments appoint junior faculty members or faculty members who are not carrying a normal committee or research load to position of Library Representative.
1	faculty who commute; spend little time on campus
1	lack of funding in area studies
1	lack of understanding by some administrators about the time required for effective liaison.
2	lack of clerical support
1	interdisciplinary nature of programs makes it difficult to assign cost of approval material to appropriate budget.
2	None
8	No response

10. What, if anything, do you think graduate degree programs in library science should be doing to prepare academic librarians for performing effective liaison work?

Narrative responses have been grouped into three themes: Knowledge about Liaison Practice, Skills Development, and Scholarship and Research Experience.

I. Knowledge about Liaison Practice

8	Deeper understanding of budgeting & acquisitions in academic libraries; book trade, approval plans, budget allocation
8	Collection development: problem-solving, serials issues, collaborative collecting, censorship, downsizing, etc.
5	Practicum experience, mentoring or case studies in liaison work
2	Feature liaison librarians as guest lecturers
3	Practical knowledge: how to balance needs & budget; traditional & electronic formats; interdisciplinary & specialized interests
1	Specialized reference courses
1	Collection assessment techniques
1	Importance of effective liaison to meeting users' needs

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II. Skills Development

9	Communication skills (including assertiveness, conflict management, negotiation and interpersonal skills)
3	Assessment of user information needs
2	Problem-solving skill
2	Teaching skills (for library instruction)
2	Team work; group processes
1	Analytical & statistical skills
1	Self-confidence

III. Knowledge of Scholarship and Research Processes

1	History of disciplines (beyond bibliographic history)
1	Understanding of scholarly communication pattern
5	Understanding of political and social culture of University communities; what makes a research institution unique
2	Knowledge of how faculty and students use information resources
6	Recruit and encourage development of subject specialty
3	Research methodology and processes
1	Awareness of the forces of change impacting librarianship and academe

IV. Other

15	No response
5	Factors essential to liaison work must either be gained through experience, or cannot be taught; not suitable to graduate degree programs.
1	Current degree programs are adequate

See discussion of responses in SPEC Flier.

11. Please use the remaining space to express any additional comments you have about the present status and/or the future of liaison services in academic libraries, or your library in particular.

See discussion of responses in SPEC Flier.

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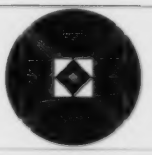
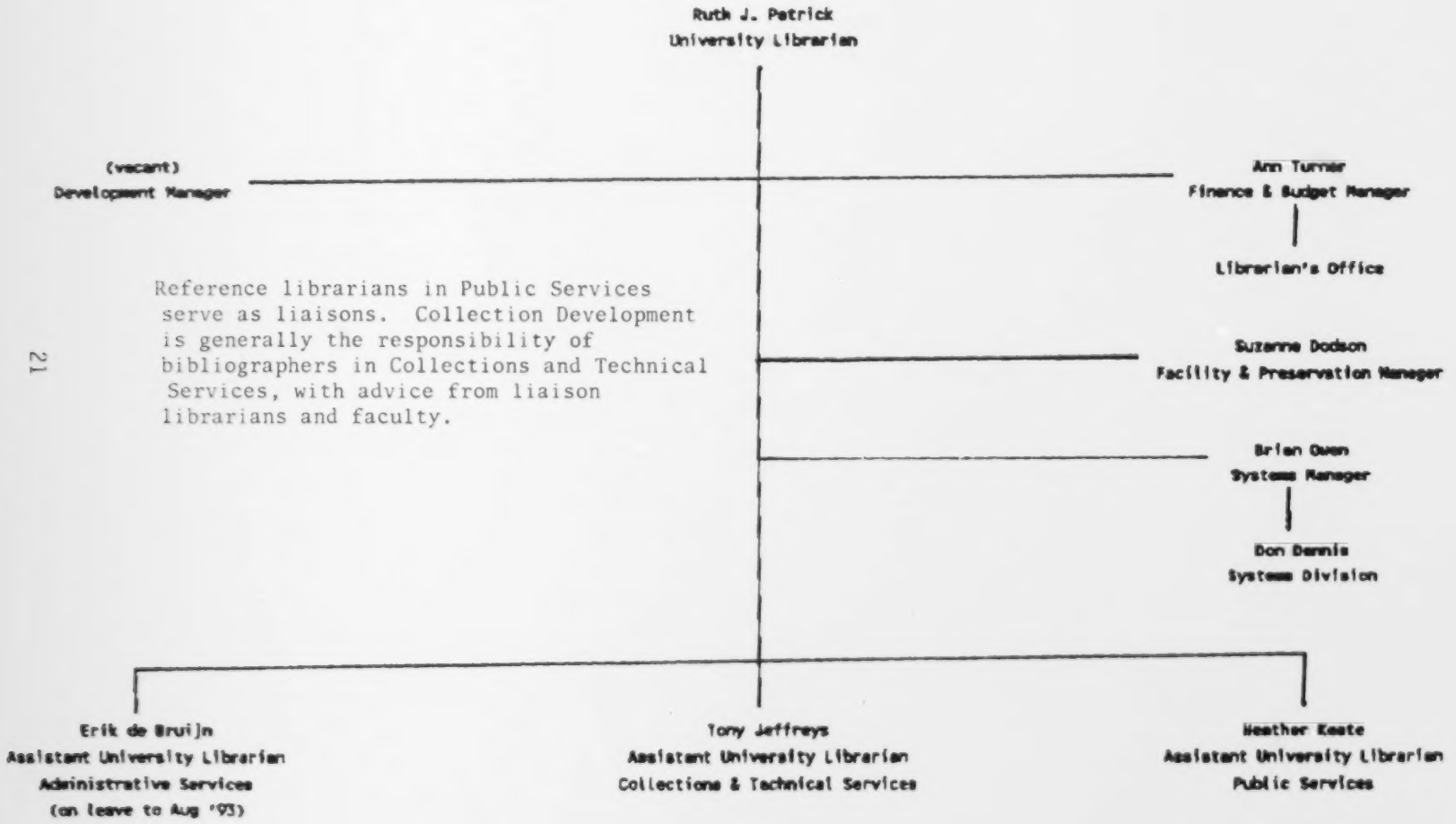
SYSTEMS AND PROCEDURES EXCHANGE CENTER

ORGANIZATION & COORDINATION OF LIAISON LIBRARIANS

ASSOCIATION OF RESEARCH LIBRARIES  OFFICE OF MANAGEMENT SERVICES

LIBRARY ORGANIZATION - September 22, 1992

LIBRARY ADMINISTRATION



Reference librarians in Public Services serve as liaisons. Collection Development is generally the responsibility of bibliographers in Collections and Technical Services, with advice from liaison librarians and faculty.

University of British Columbia

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II.E. Coordination Among Collection Specialists

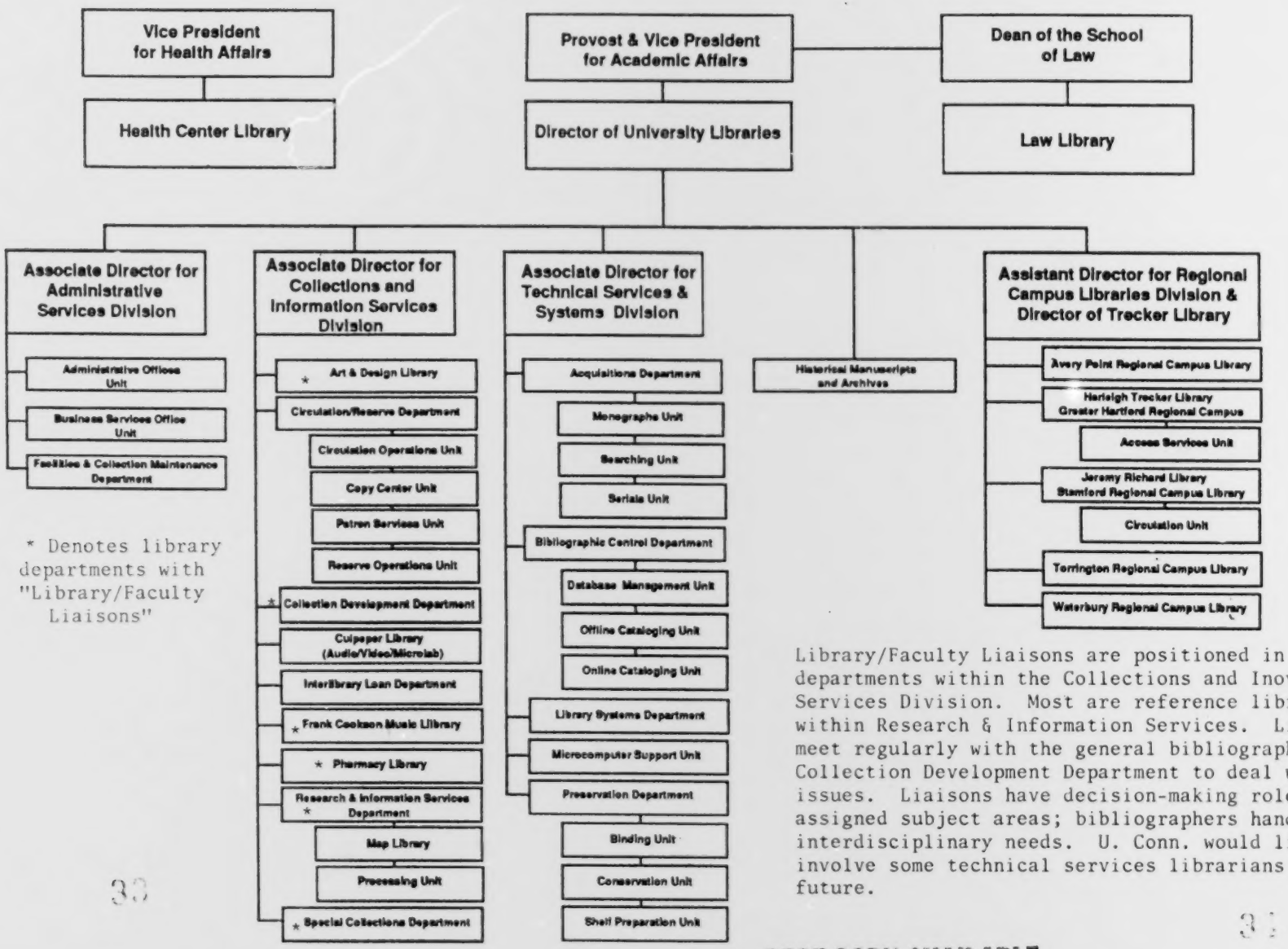
Librarians who develop and manage collections appear in the Library's organizational chart in a reporting relationship to either the AUL/Public Services or--in fewer instances--the AUL/Technical Services. Historically, at Berkeley, fund managers have been granted considerable autonomy in applying their individual expertise in building collections appropriately supportive of institutional goals. The AUL/Collection Development has overall responsibility for the excellence of the collections.

From time to time all selectors have been engaged in a single, Library-wide project, such as the preparation of the Library's Collection Development Policy Statement or special workshops. More frequent collaboration occurs at the department level at regular meetings where concerns about the development and management of related collections can be discussed. However, selection questions often are not bounded by administrative lines: a selector in a social science branch will need to consult with one in a physical science branch; a Main Library language specialist will want to refer a title to the person responsible for developing the music collection. By looking at the appropriate section of the CDPS, one can see what Library locations are engaged in collecting aspects of a subject. Each selector is expected to forge his own creative communication links with his colleagues on an ad hoc basis. Frequent title-by-title consultation goes on, but of more lasting benefit are standing agreements and distributed understanding among Collection Specialists, who can articulate to Library users why certain parts of Berkeley's collections are developed and housed in particular locations. The reasons for shelving locations of parts of Berkeley's collections are sometimes not immediately obvious: archeology, agricultural economics and fine arts are some examples of divided collections.

Once a locational decision has been made--e.g., that the Business/Social Science Library will develop the business collection--the collection grows in that unit. Scholarly trends that are really new develop in unanticipated places and in unexpected literatures. Selectors should keep abreast of the scholarly discipline they serve through faculty contact, attendance at appropriate meetings of scholarly associations, and reading the leading academic journals in their fields of expertise. They will then be in a better position to distinguish trend from fad. Structured as well as ad hoc consultation among such informed Collection Specialists will help to insure that scholarship at Berkeley will have the textual resources needed to maintain institutional goals.

From: Guide to Collection Development & Management at the University of California, Berkeley. James H. Spohrer, Dorothy A. Keenig, & Sheila T. Dowd, editors. Berkeley: The General Library, 1986.

UNIVERSITY OF CONNECTICUT LIBRARIES
ORGANIZATIONAL CHART
(as of March 1992)



* Denotes library departments with "Library/Faculty Liaisons"

Library/Faculty Liaisons are positioned in six (6) departments within the Collections and Inovermation Services Division. Most are reference librarians within Research & Information Services. Liaisons meet regularly with the general bibliographers in Collection Development Department to deal with CD issues. Liaisons have decision-making role in their assigned subject areas; bibliographers handle interdisciplinary needs. U. Conn. would like to involve some technical services librarians in the future.

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Chapter II: Organizational and administrative environment

A. Organizational structure of the Collection Management and Development Program

For the administration of collection development and management, the Dartmouth College Library divides into seven units: Baker/Sanborn (humanities and social sciences), Dana (biomedical sciences), Feldberg (business and engineering), Kresge/Cook (physical sciences and mathematics), Paddock (music), Sherman (art), and Special Collections. The Library's Director of Collection Development and Bibliographic Control coordinates the collection development and management activities of the librarians in each of the units, both individually and through the Collection Management and Development Committee.

1. Organization charts

a. Library organization chart. Figure 1, following.

b. Organization chart showing relationship of personnel in the collection development and management program. Figure 2, following.

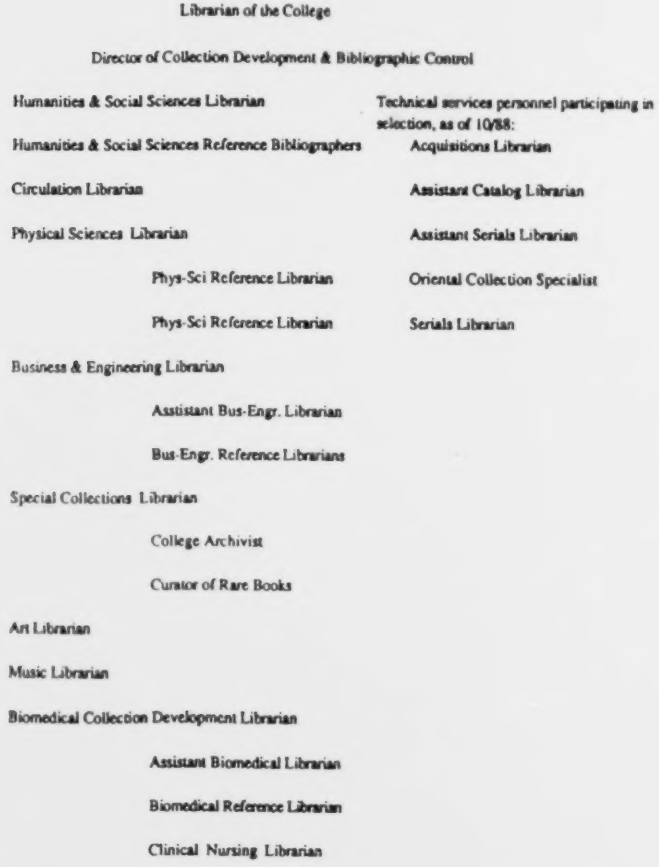
c. Organization chart showing the Dartmouth College Library Committee structure, including the Collection Management and Development Committee and other committees on which bibliographers may be asked to serve. Figure 3 and narrative, following.

Tables listing current responsibilities of individual bibliographers are located in the Appendix. See Appendix, Chapter 2: Directory of bibliographers showing subject areas, Collection development responsibility by LC class, and Collection development responsibility by subject area.

From: Bibliographer's Manual. Prepared by members of the Collection Management and Development Committee. Dartmouth College Library. Hanover, NH: 1988.

Library Organization Chart, Figure 1

Collection development and management program, Figure 2



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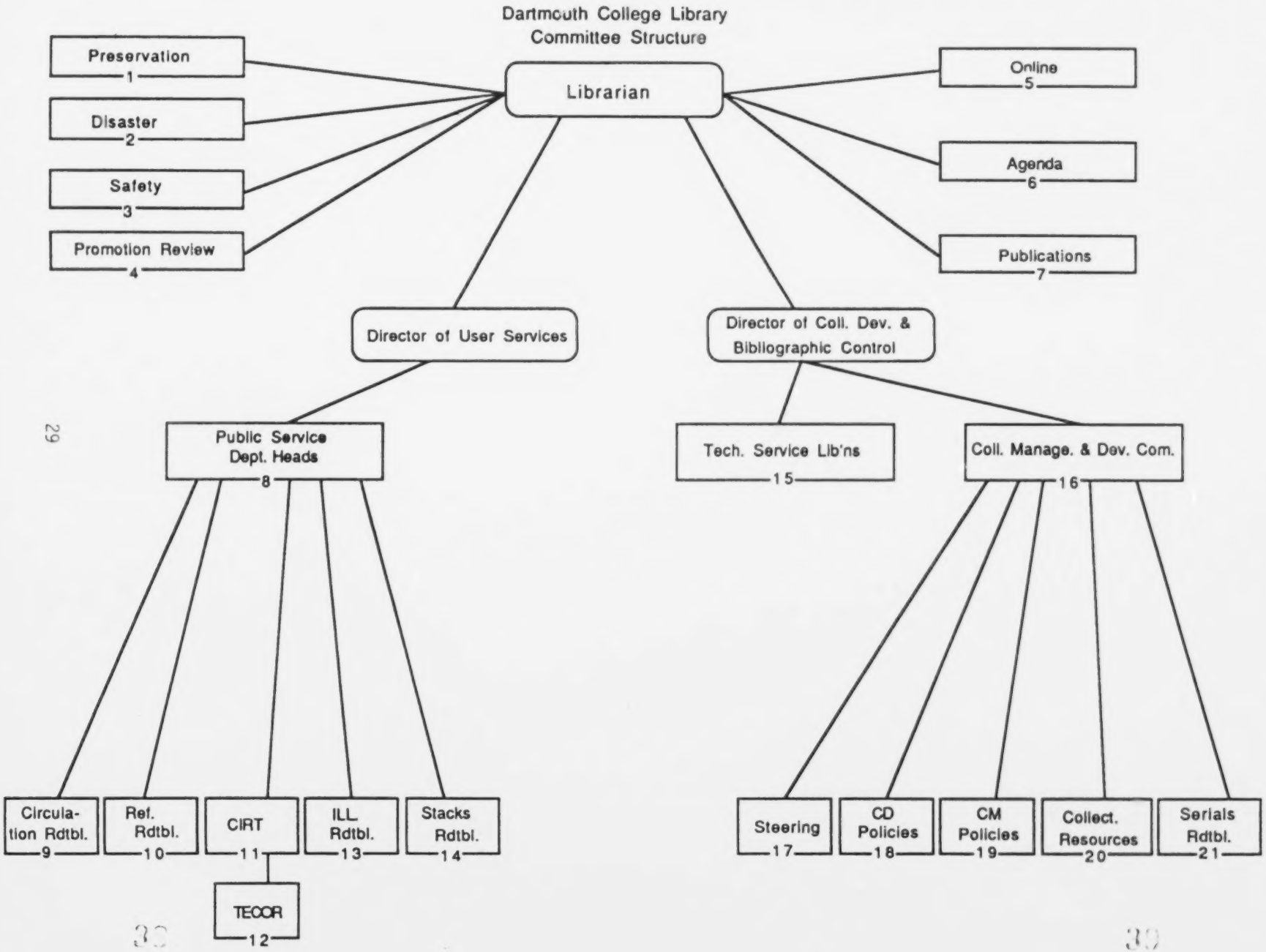

Dartmouth College Library
Committee Structure
Librarian
Preservation
1
Disaster
2
Safety
3
Promotion Review
4
Online
5
Agenda
6
Publications
7
Director of User Services
Director of Coll. Dev. &
Bibliographic Control
Public Service
Dept. Heads
8
Tech. Service Lib'ns
15
Coll. Manage. & Dev. Com.
16
Circula-
tion Rdtbl.
9
Ref.
Rdtbl.
10
CIRT
11
ILL
Rdtbl.
13
Stacks
Rdtbl.
14
TECOR
12
Steering
17
CD
Policies
18
CM
Policies
19
Collect.
Resources
20
Serials
Rdtbl.
21

Committee Structure - Dartmouth College Library , Figure 3

15. Name: Technical Services Librarians (TSL)
Function: Discuss technical service issues
Reports to: Dir. of CD&BC
Membership: All librarians in Technical Services, Dir. of Library Automation, [director of bibliographic control grant project, if applicable]. Chaired by Dir. of CD&BC.

16. Name: Collection Management and Development Committee (CMDC)
Function: Oversee collection management & development program, bibliographer education, preparation and review of policies and procedures, budget recommendations to Dir. of CD&BC
Reports to: Dir. of CD&BC
Membership: All bibliographers, members representing Original Cataloging, Serials, Acquisitions, Circulation/Storage. Chaired by Dir. of CD&BC

17. Name: Steering Committee
Function: Plan CMDC agenda
Reports to: CMDC
Membership: One member from each CMDC sub-group plus 3 members at large. Dir. of CD&BC chairs the group. Term of membership: 1 or 2 years

18. Name: Collection Development Policies Sub-Group
Function: Review collection development policies
Reports to: CMDC
Membership: Voluntary from among CMDC membership, with appointment by Dir. of CD&BC as necessary to guarantee representation among the libraries. Chair rotates every 2 years.

19. Name: Collection Management Policies Sub-Group
Function: Reviews and creates collection management policies; coordinates bibliographer orientation
Reports to: CMDC
Membership: Voluntary from among CMDC membership. Chair rotates every 2 years.

20. Name: Collection Resources Sub-Group
Function: Review requests for extra-budget purchases
Reports to: CMDC
Membership: Voluntary from among CMDC membership. Chair rotates every 2 years.

21. Name: Serials Roundtable
Function: Discuss serials issues and problems
Reports to: CMDC
Membership: Serials assistant from each unit, serials cataloger, supervisors and librarians from Serials Dept. Serials Librarian chairs the roundtable.

2. Collection Management and Development Committee: structure and responsibility

Collection development program decisions are made by the Collection Management and Development Committee, a group composed of all bibliographers as well as librarians from Acquisitions, Cataloging, and Serials. The committee meets monthly and is chaired by the Director of Collection Development and Bibliographic Control.

Prior to 1979, most of the functions of the Collection Management and Development Committee were carried out principally by the bibliographers who constituted the now defunct Selection Office and who reported to the Associate Director for Technical Services, and by the Public Services unit heads, who reported to the Associate Director for Public Services. In 1979 a serious shortfall in the serials budget and consequent need for rigorous review and cutback of serials holdings prompted the formation of an Ad Hoc Committee on Serials to be made up of those two groups and headed by the Associate Director for Public Services. Shortly thereafter this group was formalized as the Collection Development Committee under the newly created position of Director of Collection Development and Bibliographic Control. The main focus of the group for the next several years was the writing of the Library's first collection development policies. In 1985 the Committee merged with the Technical Services Users Group and was given its current name to reflect its mission to deal with all aspects of the subject. In 1988, following a recommendation from the Library's Public Services Self-Study, membership on the committee was expanded to include all bibliographers within the system. The Committee now meets once a month in its entirety; in addition, bibliographers are encouraged to serve on one or more subgroups, which include: Steering Committee, Collection Development Policies Subgroup, Collection Resources Subgroup, and Collection Management Policies Subgroup. The responsibilities of the various sub-groups are listed in the Appendix.

The Committee serves as a forum to discuss collection development activites, to define and solve problems, and to develop strategies for coping with the growing pressures on the materials budgets. According to its charge (see Appendix for full text), the Committee is responsible for the following:

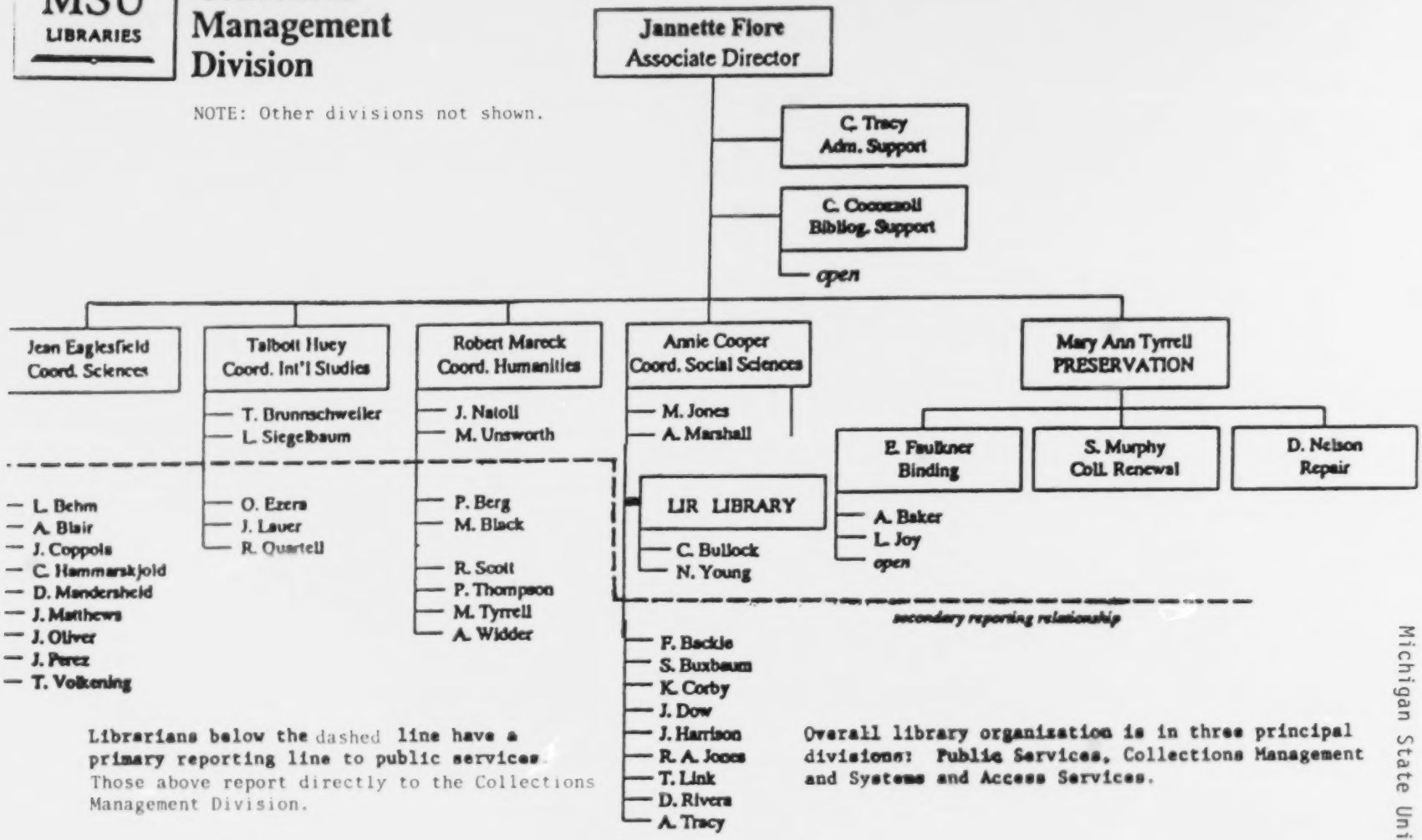
1. revise and approve collection development policies written by bibliographers.
2. develop principles and methods to guide the evaluations of collections.
3. establish criteria for review of collections for storage, preservation, and reclassification.
4. decide issues of bibliographic control and access relating to collection management.
5. participate in and contribute to cooperative collection development with the Research Libraries Group.
6. review current serial titles and develop a plan to control serial expenditures.
7. establish ad hoc groups as necessary, such as the Serials Roundtable, to carry out tasks relating to collection management and development.

Other Library committees whose decisions may affect collection development issues include the Library Department Heads Group, the Preservation Committee, the Technical Services Librarians Committee, the Public Service Department Heads and the various Library Roundtables.

MSU LIBRARIES

Collections Management Division

NOTE: Other divisions not shown.



Librarians below the dashed line have a primary reporting line to public services. Those above report directly to the Collections Management Division.

Overall library organization is in three principal divisions: Public Services, Collections Management and Systems and Access Services.

Michigan State University

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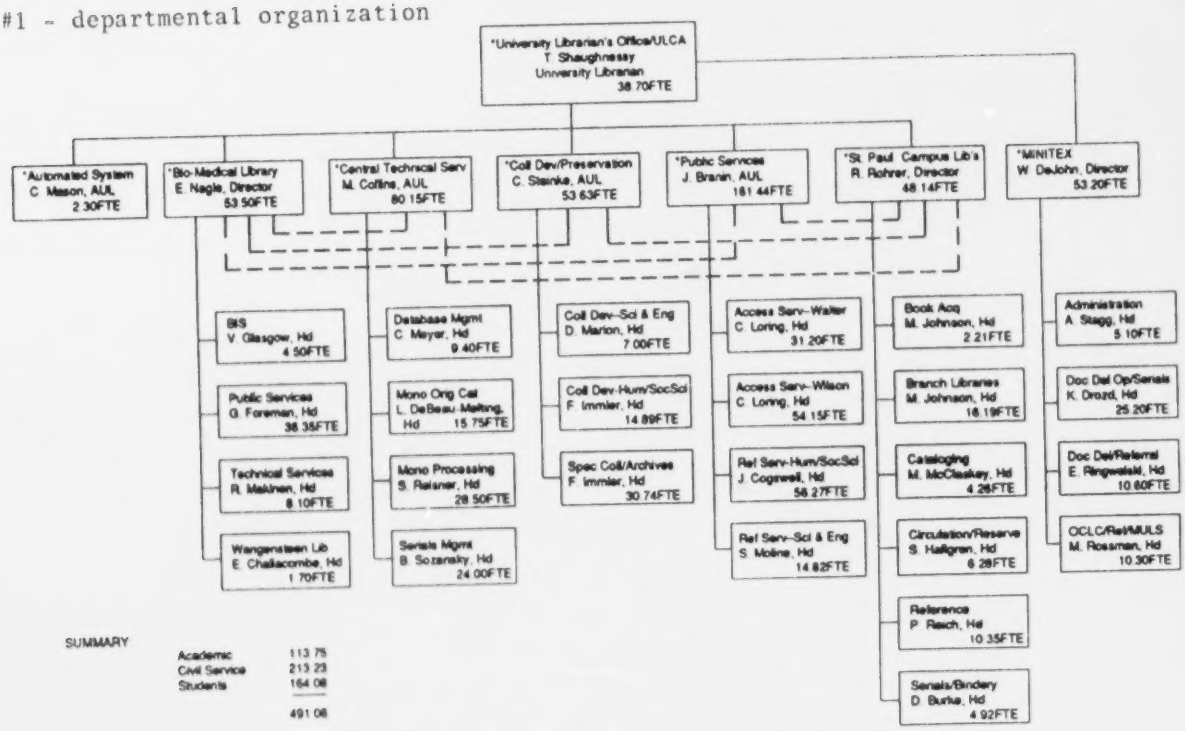
UNIVERSITY of MINNESOTA LIBRARIES—TWIN CITIES
Organization Chart 1992/93
July 1992

#1 - departmental organization

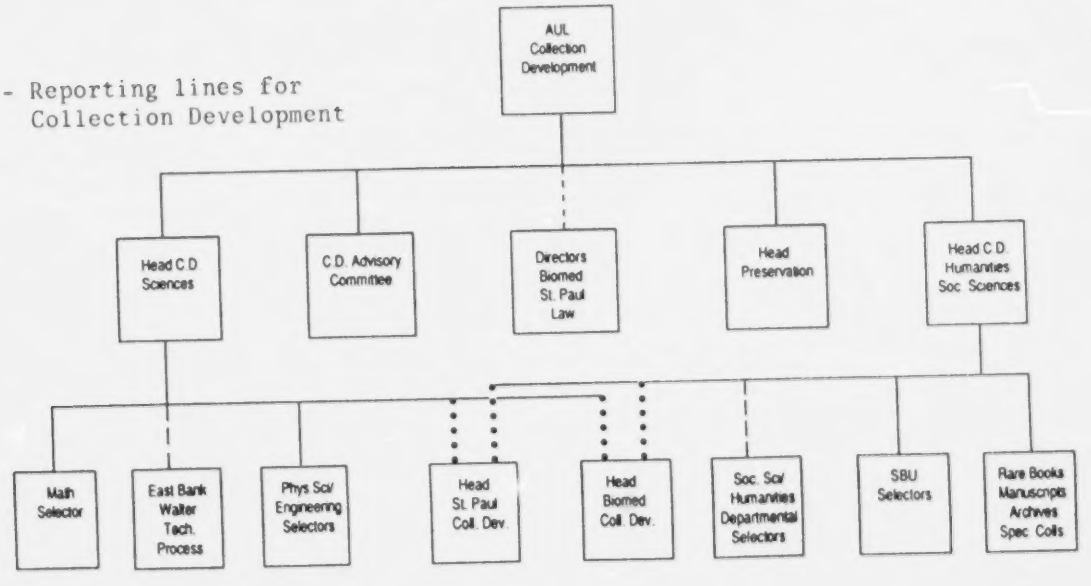


SUMMARY

Academic	113.75
Civil Service	213.23
Students	164.08
	491.06

COLLECTION DEVELOPMENT AND PRESERVATION

#2 - Reporting lines for Collection Development



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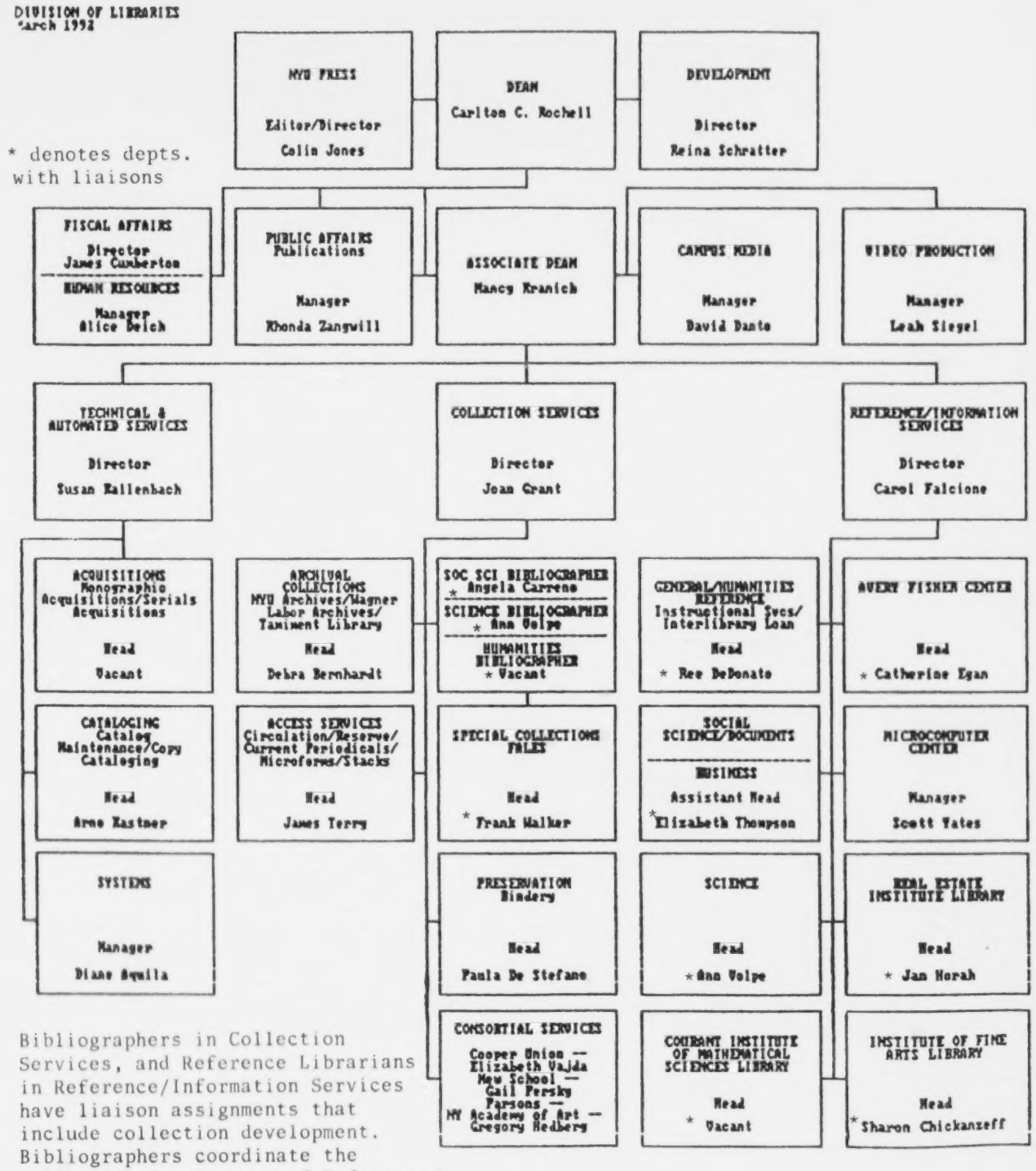

Bibliographers in Collection Services, and Reference Librarians in Reference/Information Services have liaison assignments that include collection development. Bibliographers coordinate the Collection Development of Reference Librarians.

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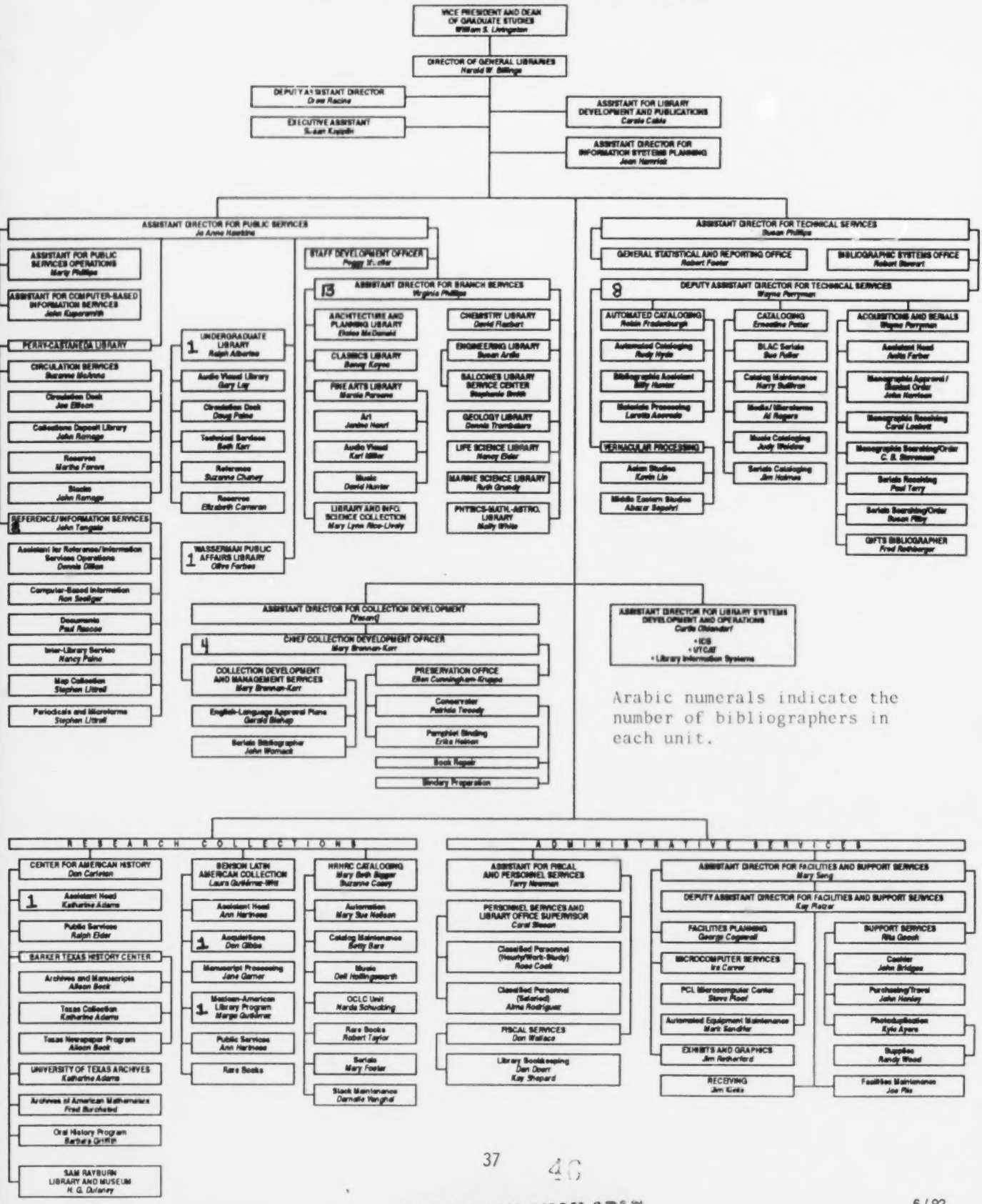
THE UNIVERSITY OF TEXAS AT AUSTIN
THE GENERAL LIBRARIES



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Bibliographer Clusters

Area Studies (11 members)

Merry Burlingham, Coordinator (South Asia: all languages)
Don Arthur (Former Soviet Republics and Eastern Europe: all languages)
Mary Brennan-Kerr (Italian Studies)
Hugo Chapa-Guzman (Iberian Studies)
Virginia Gaines (German, Dutch, and Scandinavian Studies)
Don Gibbs (Latin American Studies)
Margo Gutiérrez (Mexican American Studies)
Kevin Lin (East Asia: all languages)
Gary Meadors (French and Francophone Studies)
Abazar Sepehri (Middle East: all languages except Hebrew)
Nathan Snyder (Israel, Judaic Studies, Yiddish)

Social Sciences (11 members)

Stephen Littrell, Coordinator (Geography, Maps)
Kate Adams (Center for American History)
Dennis Dillon (Anthropology)
Olive Forbes (Public Affairs Library)
Jean Herold (Accounting, Finance, Management)
Cheryl Malone (American Studies, Australian Studies, Government, History)
Paul Rascoe (Documents)
Mary Lynn Rice-Lively (LISC, MSIS)
Al Rogers (Linguistics)
Phil Schwartz (Curriculum and Instruction, Educational Administration, Educational Psychology, HE–Child Development)
John Womack (Economics, English, Serials)

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Fine Arts/Humanities (8 members)

David Hunter, Coordinator (Music)
Ralph Alberico (UGL)
Jerry Bishop (Philosophy, Religion, Psychology, Sociology, Social Work)
Janine Henri (Art, HE–Clothing and Textiles)
Goldia Hester (Archaeology, Classics)
Eloise McDonald (Architecture, HE–Interior Design)
Marcia Parsons (Fine Arts General, Theater and Dance)
Ron Seeliger (Advertising, Marketing, Communications, Journalism, Radio-TV-Film, Speech)

Science/Technology (7 members)

Dennis Trombatore, Coordinator (Geology)
Susan Ardis (Engineering)
Nancy Elder (Biology, Pharmacy, Kinesiology, Special Education)
David Flaxbart (Chemistry, Chemical Engineering, HE–Nutrition and Foods)
Bill Kopplin (Computer Sciences, Computer Software–PCL)
Jo Anne Newyear-Ramirez (Nursing)
Molly White (Astronomy, Mathematics, Physics)

Bibliographers with liaison assignments and collection development responsibilities are positioned throughout the library. Cluster coordinators are appointed for each of four (4) disciplinary groups. Cluster meetings are held regularly; all bibliographers report to their department chairs. The Chief Collection Development Officer is responsible for training and orientation of liaisons, as well as policy formulation.

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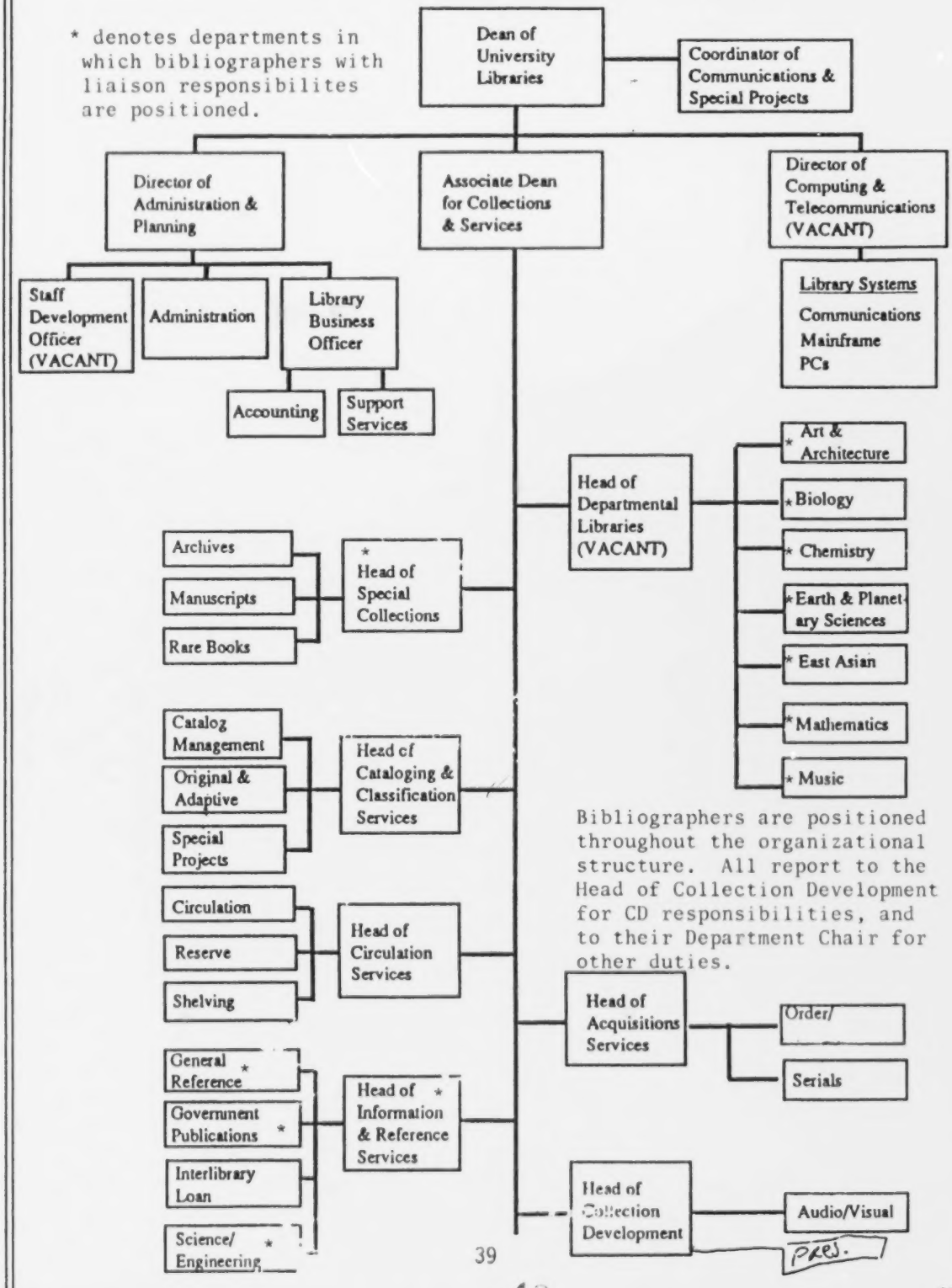
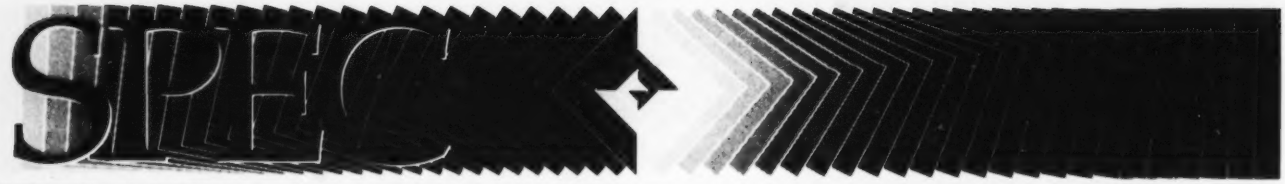
Revised 9/92

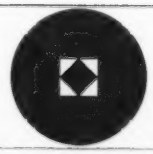
ORGANIZATIONAL CHART





SYSTEMS AND PROCEDURES EXCHANGE CENTER

POSITION DESCRIPTIONS

ASSOCIATION OF RESEARCH LIBRARIES  OFFICE OF MANAGEMENT SERVICES

UNIVERSITY OF BRITISH COLUMBIA

POSITION DESCRIPTION

December 1991

SCIENCE DIVISION

POSITION NUMBER:

DIVISIONAL TITLE: Science Information Network Librarian

SUMMARY OF RESPONSIBILITY:

This new, entrepreneurial library service will improve access to in-depth, professional library services to faculty, researchers and students at sites in selected Departmental Reading Rooms. As pilot project for two years, the ScInfoNet Librarian will assess user needs for scientific information, promote awareness of library services, establish close links between departments concerned and the Science Division, provide reference services and provide instruction in using information/library resources. The incumbent will evaluate the effectiveness, user preferences for and costs of providing decentralized access to scientific information services. The ScInfoNet Librarian will work cooperatively with existing staff in the various Reading Rooms: responsibility for collections and daily operations of Reading Rooms will remain with the Department concerned.

QUALIFICATIONS:

A graduate degree in Library Science is required. Experience in public services in a scientific library is essential; an undergraduate degree in science is desirable, assuming all other basic qualifications are met.

A special knowledge of all aspects of user needs assessment techniques, computer-assisted reference service and library-use instruction is preferred. Must have strong ability to promote ScInfoNet and the services of the Science Division and to establish and maintain excellent public relations with all potential users including faculty, researchers and students. Liaison with senior administrators in both the faculties and UBC Library is requires.

Adaptability to change, ability to innovate and persistence are required to successfully establish the new ScInfoNet service.

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Excellent written and oral communication skills, ability to teach classes and to make presentations are essential. Suitable administrative experience is required to manage ScInfoNet activities and to deal with administrative issues.

RELATIONSHIPS:

Manages the operation of ScInfoNet under the general direction of the Head, Science Division. Develops and maintains good working relationships with Department Heads, faculty and students with staff and/or faculty responsible for various Departmental Reading Rooms. The ScInfoNet librarian works in close, daily cooperation with all staff in the Science Division, with the Patscan Librarian and with the Science Bibliographer. Cooperation with other library units is necessary to meet user needs.

DUTIES:

Planning and Managing

1. Organizes, operates and promotes the Scientific Information Network to provide improves access to library services and to the scientific literature.

2. Assesses the current and long range need for scientific for actual and potential users through interviews, surveys and personal contact. Develops services to meet group and/or individual needs.

3. Establishes routines for the orderly functioning of all ScInfoNet procedures, maintains appropriate search, financial and statistical records.

4. Establishes a close liaison with users located at a distance from the Science Division through outreach programs;

5. Regularly evaluates the effectiveness and outcome of ScInfoNet services, user preference for services and the cost of those services.

6. In consultation with the Head, Science Division, recommends new services for ScInfoNet and develops strategies for the future of the service.

7. Prepares quarterly written reports for the Head Science Division for transmission to Library Administration and to Faculties.

Services

1. Provides reference services in the pure and applied sciences, assists in the use of indexes to the literature in print and electronic formats and informs users of information services available elsewhere in the Library.

2. Maintains scheduled reference/office hours at selected Departmental Reading Rooms, likely for up to 6 half days per week.

3. To maintain a thorough knowledge of the services and collections in Science Division, provides reference service at Science Division no more than 2 half days per week.

4. Prepares current awareness profiles, computer-assisted literature searches, subject bibliographies and guides to the literature.

5. Organizes and participates in the provision of bibliographic and orientation lectures, as well as other forms of library -use instruction.

6. Works cooperatively with other staff in Science Division to provide services to ScInfoNet users.

Other

Undertakes or assists with special projects or other temporary assignments as required, both at ScInfoNet sites and in Science Division.

STANDARDS OF PERFORMANCE

Provision of all services in a competent, professional manner, maintaining courteous, harmonious relationships with users, with staff in Science Division and with Reading Room staff. Promotion of library services and encourages use by potential users. Flexibility to adapt services to meet changing needs and to anticipate user needs. Recommends necessary innovations affecting ScInfoNet after thorough investigation with all concerned groups. Produces clear, well reasoned assessments of the service.

POSITION DESCRIPTION

Collection Management and Development

University of California, Santa Barbara

Librarian's Professional Duties and Responsibilities

Collection Manager

Collection manager of the _____ collection(s). Responsible for all aspects of collection management and development for _____, including selection of information resources, collection management (including storage, preservation, and weeding decisions), faculty liaison, collection interpretation (including specialized reference service and user instruction), collection evaluation, budgetary management, and resource sharing.

10/05/1992

Note: "Collection Manager" assignments are primary responsibilities for reference librarians and some technical services positions; they are secondary responsibilities for other public services librarians.

JOB DESCRIPTION

TITLE: Reference Librarian/Selector - Documents

DEPARTMENT: Research and Information Services

JOB SUMMARY

Under the general direction of the Head, Research and Information Services Department, and working with the department's four program coordinators, participate in the service program of the department as assigned. Departmental services include assisting library users at the service desk; collection development; providing assistance with computer-based services, including CD-ROMs and online searching; instructional and orientation activities, including creating appropriate instructional materials; developing new information services, and producing printed, audio visual, or computer-based guides, bibliographies, and other tools to assist in the work of the department.

Under the general direction of the Head, Research and Information Services Department, the incumbent has special responsibility to provide leadership for the Library's documents depository programs for the United States and Connecticut.

Assist in the development and implementation of departmental policies.

Serve as a liaison to university departments or programs, including the selecting of materials for the general collection in a specific subject area.

Duties and Responsibilities

1. User Assistance. Under the leadership of the Coordinator for Desk Services, provides assistance to users of the library. Some evening and weekend hours are required.

    a. Provides reference and research assistance to library users by locating appropriate sources of information in response to specific information needs, including appropriate interpretation of the user's query.
    b. Provides general information and referrals to users of the library.
    c. Interprets library and departmental policies to users of the library.
    d. Maintains an awareness of the tools, in the library and outside of it, and library and bibliographic practices which provide the basis for responding to queries.

2. Instructional Services. Under the leadership of the Coordinator for Instructional Services, conducts library instruction classes and provides orientations to various groups of library users.

    a. Develops and presents organized seminars, training programs, and other formal instructional programs designed to teach library research skills and to assist library users in the more effective use of the library's collections.
    b. Works with faculty and library staff to determine the need for and most effective means of delivering instructional services.
    c. Develops bibliographies, guides, handouts, and computer aids to support these instructional activities.

3. Computer-Based Services. Under the leadership of the Coordinator for Computer-Based Services, conducts online searches for library users, and provides assistance to users of CD-ROM, end-user searching, or other computer systems.

    a. Conducts online searches for specialized requests, including interviewing the requestor, developing the search strategy, and conducting searches using one or more online services.
    b. Assists library users with and trains them in the use of CD-ROMs and other electronic library and research tools.

4. Documents. Under the general direction of the Head, Research and Information Services Department and in consultation with the Head of the Collection Development Department, the incumbent has special responsibility for overseeing the Library's documents depository programs for the United States and Connecticut.

    a. Develops collection development policies for documents, and working with various bibliographers and selectors selects materials in all formats for the collections. Assesses evaluates, and weeds the documents collections.
    b. Assists the Head of the RISD Processing Section in developing and implementing policies for the acquisition and processing of documents. Resolves problems as appropriate.
    c. Provides reference expertise on documents and trains other staff in their use.
    d. Plays a leadership role in providing access to electronic government information, including assisting in the development of systems to make electronic government information available to the public.
    e. Acts as the Library's liaison with the Government Printing Office and the Connecticut State Library in matters concerning the documents program.

5. Collection Development/Faculty Liaison. Under the leadership of the Bibliographer for the Reference Collection and a General Collection

University of Connecticut

Bibliographer, assists in the development of departmental and general collection in all formats, and serves as a liaison to a department, school, or other unit of the university.

a. Under the leadership of the Bibliographer for the Reference Collection and the Social Science Bibliographer, selects materials in all formats for the reference collection and the general collection in an assigned subject area. This assignment includes assessment and evaluation of collections and the weeding of materials as appropriate.
b. Meets regularly with members of the department, school, or other unit of the university to provide information about library services, collections, and programs. Serves as an advocate within the library for this group, resolving or referring problems as they are raised by members of the department, school or other unit.

6. Develops new information services, programs, and tools that enhance the teaching and research programs of the university and the effectiveness of the department.

7. Works with the Head, Research and Information Services Department and the department's program coordinators to develop and implement departmental policies, including attending departmental meetings and contributing to discussion of issues of concern to the department.

8. It is expected that all professional staff of the library will participate actively in the general programs of the library, contribute to the life of the university, and participate in appropriate professional activities.

Qualifications:

Required:

1. An ALA-accredited MLS.
2. Experience with and knowledge of U.S. government documents.
3. Knowledge of microcomputer applications in libraries.
4. Demonstrated ability to work with diverse users and staff.
5. Demonstrated organizational skills.
6. Proven ability in written and verbal communication.
7. An ability to function effectively in a changing environment.

Preferred:

1. A minimum of three years of relevant post-MLS experience in a reference or public services position in an academic library, including experience providing reference service and developing collections.
2. Reading knowledge of a modern foreign language.
3. Graduate study or an advanced degree other than the MLS.
4. Knowledge of the information needs of Political Science students and faculty.

Benefits:

Choice of medical plans, including Blue Cross/Blue Shield/Major Medical. Choice of retirements plans, including TIAA/CREF; life insurance, 22 vacation days and 11 paid holidays.

Appointment level and salary will be commensurate with experience and qualifications (e.g. Librarian II $31,800 to $40,054, Librarian III $36,583 to $49,387). To apply, please send a letter of application, resume and the names, addresses, and telephone numbers of three professional references to: Brinley Franklin, Associate Director for Administrative Services, University of Connecticut Libraries, Box U-5A, Storrs, CT 06269-1005. Screening will begin October 30, 1992 and continue until the position is filled.

The University of Connecticut actively solicits applications from minorities, women, and people with disabilities.

Search #3A60

Georgetown University

POSITION DESCRIPTION

Title: Library Liaison

Responsibilities of Liaisons

Selection

Learns procedures for selection from approval plan books, and forms, publishers' fliers, faculty referrals, other patron requests; performs duties in a regular and timely manner.

Becomes aware of current and retrospective literature in subject field of assignment.

Becomes familiar with library collection in assigned field, in all formats.

In conjunction with Collection Development librarians regularly reviews approval plan profile and recommends modifications.

Develops a list of selection tools (e.g. bibliographies, review journals, literature reviews in library journals and/or subject specialty journals) from which to identify materials for purchase.

Develops an awareness of publishing trends for selection area.

Participates in retrospective collection development, as appropriate for selection area or as opportunities arise.

Analyzes collection in area and makes recommendations for changes in current collecting policies for same.

Participates in the development of a written collection development policy; once accomplished continues to review that policy and provide input for any necessary changes.

Faculty Liaison

Will become familiar with instructional programs and faculty research in relevant departments.

Will notify the department that he/she is serving as the library liaison and attempts to establish regular contact with the department library representative.

Will maintain regular contact with the department and contacts individual faculty when appropriate.

Will become aware of programmatic developments, current research activities of faculty and doctoral students and anticipates future needs.

Will keep department informed of new programs and developments in the library.

Is available to faculty and graduate students to solve problems users might be having with the library.

If possible, participates in departmental meetings and other functions.

Collection Management

Reviews shelf where subject materials are held (approval).

Learns technical services procedures relating to liaison selection activity.

Reviews reference holdings in subject area and makes recommendations for acquisitions and withdrawals in conjunction with reference librarians.

Participates in collection assessment projects in assigned subject area.

Reviews gifts in subject area as requested by Collection Development.

Participates in brittle book review and replacement in subject area.

Reviews holdings in subject area for de-selection.

Budget Information

Is aware of and regularly reviews fund reports prepared by acquisitions and other units.

Works with the departmental representative to ensure that allocated funds are spent or encumbered in a timely fashion.

Prepares reasoned requests for expensive purchases.

User Education (in consultation with the Reference department)

Participates in library educational programs, e.g. tours or bibliographic instruction.

Prepares and offers orientation and instruction programs in subject area.

Professional Participation

Attends and participates in Library liaison meetings.

Reviews information pertinent to liaison activities.

Participates in library wide discussions and projects relating to Collection Development

Reviews professional literature in collection development as it applies to specific subject areas.

As appropriate, attends local and national meetings or programs dealing with collection management either broadly defined or specific to the subject area.

University of New Mexico

Collection Development Selectors: Responsibilities

RESPONSIBILITIES

To know the collections which pertain to one's subject area
To know the University programs which pertain to one's subject area
To know other resources in the area
To know the General Library's service mission and goals
To analyze collection strengths and weaknesses
To develop and maintain collections which support University programs and library service goals

DUTIES

Maintain liaison with teaching faculty, students and other library users
Consult with appropriate library personnel as necessary
Analyze and evaluate collections through collection and use studies; accreditation and program reviews; and new course and program reviews.
Select materials through firm orders for monographs and serials; approval and blanket order plans; gifts; and depository collections.
Participate in collection management through decisions concerning weeding, cancellations, binding, location, cataloging, and preservation.
Review incoming materials weekly, including the firm orders, standing orders, approval orders, and gifts.
Expend, monitor and report on materials budget allocations.
Review selection tools.
Use internal bibliographic records and other selection-related in-house tools.
Know and follow Library policies and procedures.
Assist with special projects.

12/89

Note: Bibliographers at Notre Dame are full-time collection development librarians with liaison responsibilities, and they report to the Collection Development Department.

UNIVERSITY OF NOTRE DAME LIBRARIES

POSITION TITLE: Bibliographer for Theology and Philosophy

RESPONSIBILITIES:

Responsible to the Deputy Director for the selection of materials in Theology and Philosophy consistent with the collection development policies of the library and in cooperation with members of the Teaching and Research Faculty. Responsible for planning and executing assessments of relevant segments of the collection for quality, adequacy and physical condition. Responsible for serving as liaison between the assigned academic departments and the Library. Responsible for providing advanced reference assistance, as required, and for offering bibliographic instruction in theology and philosophy. Serves as the Libraries' expert on the nature and use of the collections in theology and philosophy.

STATEMENT OF DUTIES:

Screens incoming purchase requests

Reviews incoming approval, gift and bulk purchase material for their appropriateness for the collection, consulting members of the Teaching and Research Faculty as necessary

In cooperation with members of the Teaching and Research Faculty and other Liaisons/Selectors, selects necesary current and retrospective materials in Theology and Philosophy and in related interdisciplinary fields.

Investigates and provides justification for major purchases, expensive items and standing orders in assigned subjects.

Maintains awareness of book dealers and other sources for materials in assigned subjects, advising the Acquisitions Department as required.

Maintains awareness of resource sharing opportunities.

In cooperation with th relevant academic departments, formulates, monitors and revises collection development policies and approval plan profiles consistent with the overall collection objectives of the Libraries.

Maintains familiarity with the existing collection in assiged subjects, conducting formal assessments of at least one segment of the collections annually.

Reviews existing collection in subjects for preservation problems, need for additional copies or better access, or for the presence of unwanted material on shelves.

Advises the Deputy Director on funding requirements for collections in assigned subjects, and monitors the use of allocations in cooperation with academic departments.

Advises members of the Teaching and Research Faculty on Library resources, services, policies and procedures and Library departments on the requirements of users in assigned fields.

Provides, in cooperation with the Reference Department, specialized reference assistance in assigned subjects, which may include the preparation of bibliographies and guides to the collection, consultation on complex reference inquiries or research projects, or data base searches.

Offers bibliographic instruction through tours, lectures or classes to students in relevant departments.

As a member of the Library Faculty, participates in faculty and/or professional activities in the University Libraries, the University of Notre Dame, and professional organizations.

QUALIFICATIONS:

Graduate degree in library science from an A.L.A. accredited school, and an advanced degree in theology or philosophy is required. At least two years of experience in an academic library preferably in some aspect of collection development. (Additional requirements related to subject responsibility possible). Familiarity with academic libraries, and interest in scholarship, flexibility and skill in communication are important.

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SEP 2 5 1990

Note: Liaison officers at Notre Dame do less than half-time collection development and report to units other than Collection Development Department.

UNIVERSITY OF NOTRE DAME LIBRARIES

POSITION TITLE: Library Liaison Officer/Selector for American Studies

RESPONSIBILITIES:

Responsible to the Head of the Collection Development Department for collection development and liaison responsibilities. Responsible, in cooperation with members of the Teaching and Research Faculty in the Department of American Studies, for the selection of materials supporting the Department, consistent with the collection development policies of the Libraries. Responsible for serving as liaison between American Studies and the Libraries. Responsible for advising the Head of the Collection Development Department and other responsible parties within the Libraries on the quality, adequacy and physical condition of the American Studies collection.

STATEMENT OF DUTIES:

Screens incoming purchase orders from members of the Department of American Studies regularly and requests approval plan claims as necessary.

Reviews, in a timely fashion, incoming approval, gift and bulk purchase materials for their appropriateness for the collection, consulting members of the Teaching Faculty.

In cooperation with members of the Teaching Faculty, and using suggestions from users, selects necessary current and retrospective materials in American Studies.

Advises the Head of the Collection Development Department on funding requirements for the collection and monitors the use of the American Studies allocation.

As required, assists in formulating, monitoring and revising collection development policies and approval plan profiles consistent with the overall collecting objectives of the Libraries.

Maintains sufficient contact with the students and faculty in order to be familiar with programs and the Library needs for teaching and research in American Studies.

Works with Bibliographers and Liaison Officers in related fields in order to coordinate purchasing and keep informed about the relevant collections.

As availability of time and support staff, conducts collection assessment and review for preservation purposes.

September 3, 1992

Note: Selectors at Temple University do collection development part time and are assigned to departments other than Collection Development.

POSITION DESCRIPTION

DEPARTMENT: Central Library System
Collection Development Services

POSITION TITLE: Collection Development Selector

POSITION FUNCTION:

Participates in Central Library System (CLS) collection development and management in accordance with established policies and procedures, with primary responsibility for materials supporting one or more academic programs or for a specified portion of the collection. Contributes to the formulation of collection development policies and procedures and provides information for administrative purposes.

GENERAL DIMENSIONS:

Selector responsibilities are normally part-time. Selectors for the Paley Library general collection report administratively to the heads of their primary departments but conduct collection development activities under the coordination and review of the subject division bibliographers. Selector responsibilities for the Reference & Information Services and for collections supported by branch library budgets are assigned to the respective department heads.

RESPONSIBILITIES AND DUTIES

A. Collection Development and Management

Although some aspects of their work may be organized in terms of Library of Congress classes for the sake of convenience--e.g., rebind decisions--Selectors are expected to build collections to support current and evolving academic programs and their interdisciplinary connections.

Within the area of primary responsibility a Selector:

1. Selects current and retrospective library materials, from various selection tools, user requests, and gifts, within an allocated budget.
2. Decides on cancellations, withdrawals, and transfers to other collections or to storage.
3. Regularly reviews the physical condition of the collection and initiates appropriate preservation action.
4. Maintains contact with the faculty of appropriate schools, colleges, and departments.
5. Assists users in gaining physical and intellectual access to the collection.
6. Reviews and updates approval plan profiles as needed.
7. Drafts, reviews, and revises as assigned, in light of changing academic programs and user research needs, pertinent sections of the CLS Collection Development Policy.
8. Makes collection assessments for proposed academic programs and accreditation reviews, RLG Conspectus studies, and other projects as assigned.

9. May serve on CLS or University committees and task forces concerned with collection development issues.
10. Keeps aware through library and subject journals, conferences, faculty contacts, etc., of developments in relevant academic fields not only for information directly related to Temple programs and user needs but also to cultivate a more general view of scholarly trends and communication patterns.

B. Reporting Responsibilities

1. Forwards order and cancellation requests to the coordinating Bibliographer for review and authorization; reports encumbrances as specified.
2. Informs the Bibliographer of arrangements made for coverage, especially of approval shipments, during absences of longer than two weeks.
3. Provides the Bibliographer with information and recommendations for the budgeting process, annual reports, and other purposes as requested.
4. Attends meetings called by the Associate Director or Bibliographer for discussion of problems, policy issues, and procedural changes and for exchange of information.

Temple University

xc: Subject Division Bibliographers
Paley Selectors
Branch Library Heads

2/89

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TEMPLE UNIVERSITY CENTRAL LIBRARY SYSTEM
POSITION DESCRIPTION

DEPARTMENT: Center Library System
Reference and Information Services Department

POSITION TITLE: Library Instruction Coordinator

POSITION FUNCTION:

In addition to the responsibilities of all reference librarians, the Library Instruction Coordinator coordinates library instruction activities for the Central Library System (CLS). Serves on the Library Instruction Committee. Monitors and directs the Library Skills Workbook program in all Temple libraries. Develops programs to improve the effectiveness of library instruction. Organizes course-related library instruction. Oversees creation of library guides for the CLS. Contributes to the formulation and implementation of policies and procedures of the department as a whole. Reports to the Head of the Reference and Information Services Department.

RESPONSIBILITIES AND DUTIES:

A. The Library Skills Workbook program

1. Coordinates the revision and improvement of the workbook program with all Temple libraries involved.

2. Edits the Library Skills Workbook making corrections and revisions as necessary to the text and question sets with each printing.

3. Places an order with the bookstore for the required number of workbooks on the main campus for each semester. Supervises the printing and delivery of workbooks to the bookstore.

4. Works closely with the Systems Office to revise and improve the computer assisted component of the workbook program.

5. Makes presentations to faculty and others explaining the purpose of the workbook program and recommending the use of the workbook for library instruction.

6. Solves any problems related to the use of the workbook.

7. Keeps all appropriate CLS staff informed of changes, problems, or other concerns related to the use of the workbook.

B. Course-related Instruction

1. Plans and teaches course-related library instruction in consultation with faculty. Recommends the workbook as background information for course-related instruction.

2. Serves as contact person for faculty members and arranges for librarians to teach specific classes. (Any librarian may give basic library instruction; as far as possible, subject specialists should give, or at least help to prepare, sessions for advanced classes.)

3. Works with the Library Instruction Committee to develop programs to improve librarians' teaching skills in the classroom.

C. Library Guides

1. Oversees the creation of library guides done by other RIS staff to regularize format, text, and graphics design.

2. Drafts and regularly updates fact sheets, research guides, and users' guides in consultation with appropriate staff members in RIS and other departments.

3. Through the Library Instruction Committee, works closely with other library departments to create appropriate library guides using agreed upon formats.

D. Faculty Liaison

1. Contacts faculty to inform them of available library instruction services.

2. Monitors faculty-designed library skills assignments, contacts faculty to offer assistance with future assignments, and recommends the use of the workbook when appropriate. Urges that future assignments be sent to the Library Instruction coordinator in advance to prepare desk staff.

3. When possible, provides copies of faculty-designed library skills assignments to the Desk Services coordinator for the information of desk staff.

E. General Responsibilities

1. Regularly consults with the department head about current instructional activities.

2. Keeps well-informed of current developments in library instruction, especially computer applications, and recommends their use.

3. Collects and compiles statistics on library instruction activities for annual reports and other administrative purposes. Statistics on a) workbook use, b) classes taught by librarians and the number and level of the students, and c) library guides created, revised, and printed will be required for the annual report.

4. Works closely with the Head of RIS in developing and implementing projects and activities of the Library Instruction Committee.

xc: Library Instruction Coordinator

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Note: Bibliographers are full-time collections development librarians in the Collection Development Services Department. Bibliographers coordinate the CD activities of part-time selectors.

TEMPLE UNIVERSITY CENTRAL LIBRARY SYSTEM
POSITION DESCRIPTION

DEPARTMENT: Central Library System
Collection Development Services

POSITION TITLE: Subject Division Bibliographer,
Humanities

POSITION FUNCTION:

Within the Humanities Subject Division, serves as a Collection Development Selector; leads and coordinates the activities of other Selectors; maintains an intellectual overview of CLS collections in relation to academic programs, faculty research needs, and CLS goals and constraints--all in conformity with established policies and procedures and in cooperation with other Central Library System (CLS) units. Contributes to the formulation of overall CLS collection development priorities, policies, and procedures. Develops reference and instructional services in the sciences. Serves under the general direction and review of the Associate Director for Collection Development and Public Services.

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LIBRARY RESPONSIBILITIES AND DUTIES

A. Policy Development, Liaison, and Advising Responsibilities

1. Serves on the Collection Development Committee, the Collection Development/Public Services Area Group, and other CLS committees and task forces as assigned.
2. Cultivates a broad range of faculty contacts in order to keep well informed about the collection needs of faculty and students and to promote among the faculty a fuller understanding of collection strengths and the policies and constraints that affect current collecting.
3. Advises the associate director on intellectual and organizational issues in collection development.
4. Provides, for the Humanities division, quantitative and qualitative information and recommendations for the CLS materials budgeting process.
5. Compiles and analyzes information for planning and management purposes and annual reports.
6. May represent the CLS on University committees concerned with library support for academic programs.

B. Coordination of Collection Development Librarians' Activities

1. Recommends selection categories and Selector assignments to the associate director.
2. Provides orientation and instruction of new Selectors in

collection development policies and procedures; ensures that orientation is provided in relevant practices and policies of other departments.

3. Meets regularly with the Humanities Collection Development Group for reciprocal communication about policies, procedures, and problems.
4. Provides secondary performance appraisals for librarians, other than department heads, in the Humanities Group.
5. Maintains an intellectual overview of collecting in appropriate subjects by reviewing approval plan selections and returns and firm order requests in Humanities subjects for all Paley and branch library collections supported by the CLS materials budget.
6. Keeps alert to gaps between Selectors' areas within the Humanities division and between subject divisions; purchases materials or assigns coverage to appropriate Selectors.
7. For areas supported by the Paley Library budget, monitors the rate of Humanities allocation encumbrances and coordinates timely attention to repair, rebind, and gift decisions, collection assessments, and other assignments and projects.
8. Maintains liaison with other CLS departments concerning policies, procedures, and priorities that affect collection development activities.

C. Supervision of Collection Development Services Office Staff

(Bibliographers take on this responsibility in rotation or as assigned by the Associate Director.)

1. Prepares and updates position descriptions.
2. Hires support staff with the assistance of CLS Administrative Services staff.
3. Designates and prioritizes duties.
4. Provides orientation and training in coordination with CLS programs.
5. Provides for development and maintenance of appropriate procedure manuals.
6. Systematically informs staff of changes in policies and procedures.
7. Reports attendance; schedules vacation and other leaves.
8. Evaluates performance according to CLS procedures.

D. Selection, Instruction, and Reference Responsibilies

1. Performs as a Selector in assigned subject or interdisciplinary areas, as detailed in the position description for Collection Development Selector.
2. May develop and provide instruction in use of library resources in any subject within the Humanities or may serve as consultant to other library use instructors.
3. May serve limited, pre-scheduled hours at any Reference &

Information Services desk as appropriate for awareness of library use patterns.

PROFESSIONAL RESPONSIBILITIES

1. Participates in the activities of appropriate professional associations at local, regional, or national levels.
2. Keeps aware of relevant academic, economic, and social trends and informed of professional issues and practice, especially at the research library level, through conferences, continuing education, and professional literature.

Rev. May 1990

xc: Humanities Bibliographer

WASHINGTON UNIVERSITY LIBRARIES

LIBRARY POSITION

POSITION TITLE: Reference Librarian/Bibliographer

REPORTS TO: Librarian Supervisor - Reference

SUMMARY: The Reference Librarian/Bibliographer provides in-depth reference services in the humanities and social sciences, including online literature searching and bibliographic instruction. Selects library materials in designated subject areas and serves as liaison with one or more academic departments. Assists with general reference services.

QUALIFICATIONS:

Education

MLS from an ALA accredited library school
Degree in social sciences or humanities
Reading knowledge of a foreign language desirable
Knowledge of online searching, preferably BRS and Dialog

Experience

Experience in collection development or reference in an academic library desirable

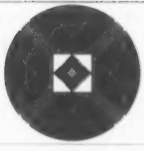
DUTIES:

Be responsible for collection development in designated subject areas, including selection, evaluation, and weeding of library materials; serve as liaison with academic departments in assigned areas.	30%
Work at general reference desk; provide specialized reference assistance in designated subject areas, including online literature searching.	45%
Help to plan and implement programs designed to improve patrons' ability to use the library and its collections.	10%
Perform special projects and assist with general reference services as assigned; maintain good personal relations with library users and interpret library policies as needed.	12%
Keep current on developments in reference service and in designated subject areas through reading and attendance at professional meetings and specialized workshops.	3%

SYSTEMS AND PROCEDURES EXCHANGE CENTER

DEFINITIONS & GUIDELINES

ASSOCIATION OF RESEARCH LIBRARIES



OFFICE OF MANAGEMENT SERVICES

Liaison and Referral

Purpose:

- To insure good public relations with faculty, students and other library users in all aspects of library service.
- To provide faculty in departments with an ongoing opportunity for learning about the services and collections of the Herbert T. Coutts Library and to refer their needs to appropriate individuals or departments within the Library.
- To provide library staff with an ongoing opportunity to learn more about departments and the needs of the faculty members of the Faculty of Education.

Mechanisms in Place:

- Departmental Councils (Elementary Education, Secondary Education, Educational Foundations, Educational Psychology, Educational Administration)
- Departmental Newsletters (Secondary Education, Adult, Career and Technology, Educational Administration, Educational Psychology)
- Faculty Committees: Faculty of Education Council, H. T. Coutts Library Advisory Committee

Guidelines for Departmental Liaison and Referral

- Establish and maintain good communication with your departmental library representative. Decide what items about the library should be put on Departmental Council agendas, present them together if possible.
- Contact new departmental library representatives and give them an orientation and introduction to the library.
- Keep the department informed of library activities, including new resources and new ways of accessing them. Disseminate information about the library by making regular contributions to the departmental newsletter, sending a library newsletter to the department or putting appropriate items on the Departmental Council agenda.
- Act as the "point of contact" for faculty with other areas of the library.
- Keep abreast of the curriculum and programs offered in your liaison area and the changes in course offerings. Communicate changes to those responsible for collections and services.
- Contact new faculty/sessionals and interview them to develop a profile of their and their student's needs. Give them an orientation to the library and familiarize them with the library's services and collections. Offer your help in planning/preparing student assignments which will make use of the library.

NOTE: None of this precludes informal interations/and opportunities for liaison with any member of the faculty.

Brown University

The University Library

Organization and Administration

The libraries of Brown University include the John D. Rockefeller, Jr. Library, the Sciences Library, the Pembroke Library, the Virginia M. Orwig Music Library, the John Hay Library, and the Art Slide Library. The University Media Services Department is also administratively part of the University Library system. The Rockefeller Library serves as the teaching and research library for the humanities and social sciences; it also houses the general reference and bibliography collections, the administrative offices, and the centralized technical services. The Sciences Library provides an integrated collection for the physical, biological, and medical sciences. The Pembroke Library contains a collection of current interest and extra-curricular materials. The Virginia M. Orwig Music Library consolidates all of Brown's music materials.

The John Carter Brown Library, an independent research institution which is not affiliated with the University Library, specializes in the field of early Americana.

The chief operational officer of the Brown University Library is the University Librarian (ext. 2162), who reports directly to the Provost. The Library is organized in a divisional structure, with three Associate University Librarians reporting directly to the University Librarian. The Associate University Librarian for Public Services and Collection Development (ext. 2405) supervises the units responsible for reference, circulation, collection development, shared resources (interlibrary loan), medicine, music, media services, and the art slide collection. The Associate University Librarian for Technical Services (ext. 2946) is in charge of acquisitions, cataloging, retrospective conversion, serials, preservation, and government documents. The Associate University Librarian for Special Collections (ext. 2146) supervises the curatorial units in the John Hay Library and the Annmary Brown Memorial, as well as the East Asian Collection.

Collection Development and Communication

The selection of library materials is made by the Collection Development staff: Collection Development Librarians, Special Collections Curators, and the Heads of Serials and Government Documents, in cooperation with faculty Departmental Library Representatives (DLR's). Each academic department, program or center with a line-item allocation for acquisitions has a DLR, appointed by the Chair or Director, to act as liaison between the department and the Library. DLR's act as subject experts, providing advice and direction, as needed, regarding selection decisions, and also serve as information conduits for other issues

relating to the Library. Department Chairs are urged to bring matters of concern regarding the Library to the attention of their DLR for transmission to the Library, and, when neccessary, should also be encouraged to call any of the administrators mentioned above with questions pertaining to Library policy or procedures.

Collection Development Librarians are assigned responsibility for particular portions of the Library's overall collection. Within these assigned subject areas, Collection Development Librarians are responsible for selection, bibliographic instruction, and other matters pertaining to the growth, preservation, and utilization of the collections. Faculty and other members of the University community may suggest titles for purchase by completing a *Suggested Purchase Form*. *Suggested Purchase Forms* may be picked up, and returned, to reference desks at the Rockefeller and Sciences Libraries. Selection decisions are made in accordance with the specific definitions and objectives of each discipline as described in the Library's *Collection Development Policy Manual* , a copy of which is available in each academic department.

The Library also acquires materials through "gathering plans," standing orders placed with certain publishers or dealers to provide current material in accordance with guidelines prepared by the Library. Some of the Library's gathering plans for general acquisitions provide for: European art books; titles from U. S. and Canadian trade presses as well as scientific and technical publishers; works of contemporary German authors; scholarly works in religious studies; European music scores; and titles from U. S. and Canadian university presses. Publications from the Brown University, Cambridge University, and Yale University Presses are supplied directly from the respective publishers.

The Faculty Library Committee

The Faculty Library Committee advises the President, the Faculty, and the University Librarian on policies concerning the Library and its operations; monitors the effectiveness of library services; and meets annually with the Corporation Committee on the Library, at the request of the latter. The agenda for meetings is set by the Chair in consultation with the University Librarian.

The membership of the Faculty Library Committee consists of six faculty members; the University Librarian and the Director of the John Carter Brown Library, as non-voting ex-officio members; and four students (two undergraduates and two graduate students).

Department Chairs who wish to bring concerns to the attention of the Faculty Library Committee should contact the current Committee Chair (whose name may be obtained through the Faculty Secretariat or the Library), or the University Librarian.

From Academic Chairs Handbook, 1992

SECTION II. RESPONSIBILITIES OF COLLECTION SPECIALISTS

II.A. Definition of a Collection Specialist

In the General Library at UC Berkeley the charge to develop and maintain the collections is a major part of many of the professional librarians' assignment. These responsibilities are exercised by both Main Library language, area, subject or form specialists and by Branch subject specialists. All are expected to survey the publishing output relevant to their language, area, or subject fields and judiciously select those materials essential for the research and instructional needs of the academic programs at Berkeley.

The activities performed by these librarians are diverse; to name one function does not encompass the whole enterprise. Such librarians--at different times and in different places--have been called bibliographers, fund managers, selectors, and curators. The term "Collection Development Librarian" may appear to be a useful label, but it proves inadequate in practice. Since the Collection Development/Reference Services Department is the home base for only Main Library selectors and by connotation excludes their Branch colleagues, it seems an unsuitable term to adopt. The word "curator" emphasizes the ongoing management/preservation aspects of the collection developers' functions. In this manual we will use the term "Collection Specialists" to designate those librarians assigned to use their expertise in a subject field, language, or geographical area to:

* select from the published universe within their assigned area those works to be added to Berkeley's collections;
* acquire special collections of unpublished materials which are of particular relevance to the research needs of the Berkeley campus;
* confer with faculty and students as appropriate about the collections;
* consult with counterpart collection specialists in libraries with which Berkeley has consortial agreements;
* monitor the growth and development of the collections;
* prepare, defend, and manage budget requests and allocations;
* identify and pursue sources of external funds to strengthen the collections, preserve them, and improve physical and bibliographic access to resources;

* keep aware of the physical state of the books already in the collection and make replacement, transfer, storage and deselection decisions;
* assist users in gaining physical and intellectual access to the collections;
* assist in assigning priorities for cataloging and determining appropriate levels of bibliographic control for particular items or collections;
* and advise on bibliographic control of materials requiring the special skills of the selector.

In the following pages relating to duties and responsibilities, the term "Collection Specialist" is used interchangeably with "selector," "collection development librarian," "fund manager," and "curator," according to the specific context in which the term occurs.

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II.F. Services to Users

In addition to building collections, Collection Specialists provide a wide array of services to users of the General Library's collections, ranging from individual and group orientation sessions to selective dissemination of information regarding the Library's holdings and new acquisitions. Although the principal clientele for these services are UCB faculty and students, other groups--staff, visitors to the Library and persons who have entered into correspondence about particular aspects of the collections--often have recourse to selectors' expertise. As a publicly supported research resource, the General Library is committed to making its collections accessible to the general public, insofar as staffing permits and the services are not available through other agencies or public libraries. Selectors are encouraged to take the initiative in providing services to users as part of their responsibilities for stewardship of the collections. Some specific examples of these services are mentioned below.

II.F.1. Tours, Bibliographic Instruction, Orientations

Collection Specialists, as the experts concerning specific parts of the General Library's collections, are in an authoritative position to provide information to specialized user groups or individual scholars. Offers to teach sessions on specialized bibliography for specific courses should be made to teaching faculty through departmental meetings, letters to department chairs or other appropriate faculty, and personal contact. Orientations to the Library and to specific collections should be offered for new graduate students in a given discipline at the beginning of the academic year. More substantial teaching commitments require the prior approval of the selector's department head.

II.F.2. Individual Bibliographic Assistance

Similarly, Collection Specialists should communicate to faculty their willingness to provide specialized bibliographic assistance for individuals, particularly graduate students working on theses. Additionally, they are expected to provide assistance for specialized reference questions, even if their duties do not regularly include reference service.

II.F.3. Selective Dissemination of Information

Selectors, by virtue of their close contacts with teaching faculty and their extensive knowledge of collections and new acquisitions, can provide individual users with timely information concerning the Library's holdings or the appearance of new publications. Insofar as possible, selectors should anticipate faculty interest in the Library's holdings and attempt to communicate new title and other publication information in their fields. Since fund managers receive a monthly list of all newly-cataloged titles acquired on their funds, distribution of this list to interested faculty and other users is a useful way of publicizing the collections. Selectors are encouraged to produce selected and annotated accessions lists, another effective link to specific research programs and departments.

II.F.4. Exhibits and Displays

These are an effective way of promoting use of specialized resources or new books. Therefore Collection Specialists are expected to participate in the Library's exhibits program.

II.F.5. Newsletters

One useful method of communicating with users regarding new materials, Library policies, general information relative to the discipline, and other Library-related matters of interest, is to produce a brief occasional newsletter directed to specific user groups or information to be included in the newsletter of a department or organized research unit. An example of such a newsletter is reproduced in Section VIII of this manual.

II.F.6. New Developments and Technologies

The Library is in a period of rapid change as electronic storage and retrieval of information increasingly alter the nature of catalogs and services and begin to affect collections. Collection Specialists must be informed about the Library's developing systems and services and must be prepared to help their clients use the appropriate new technologies for their research and instructional needs. It is particularly important that all public service librarians learn to use the Library's online catalogs and other files efficiently and contribute to continuing programs of user education in this area. While not all Collection Specialists will themselves be skilled in searching the wider array of electronic data available through commercial vendors and special files, all must be alert to the

development of databases in their fields of responsibility and able to advise users regarding possible sources of information.

The proliferation of widely available textual and numeric databases poses a variety of problems for the Collection Specialist. The Collection Development Policy Statement, Preliminary Edition, January 1980, states in part: "Recorded information that meets the instructional and research needs of the Berkeley academic community is by policy appropriate for inclusion in the collections, regardless of form or language. Policies as encompassing as this one, however, are subject to pragmatic adaptations...." (p.7) It later (p. 10) adds: " The challenge of computer data tapes and data archives for research collections has not yet been addressed by the Library. The relevance of these materials to the Library's mission must be explored with the campus Office of Computing Affairs and other concerned departments. The question of Library support for computer-assisted instruction also remains to be considered." At the time of writing of this present Guide (Fall 1986), the Collection Management and Development Committee has appointed a subcommittee to draft a policy statement for machine-readable data files, instructional software, etc. This statement will be incorporated in the projected revision of the Collection Development Policy Statement.

Whatever the policy adopted, it is clear that Collection Specialists will have to identify sources of information regarding available databases in their fields, to consult regularly with faculty and student users to determine the needs of Berkeley scholars for electronic information sources, and to decide what level of access (e.g., whether to own a data file or to obtain access to a vendor's file) is required to meet those needs.

University of California at Santa Barbara

Faculty Liaison Activities

Establish and maintain good communication with your department's library liaison.

Visit the department chair on a regular basis to discuss the department's plans, including the recruitment of new faculty and the development of new courses.

Become familiar with the research interests and professional activities of each faculty member.

Visit each member of the faculty at least annually to discuss his/her library needs.

Contact each new faculty member and offer to provide a special orientation to the library's resources and services.

Become knowledgeable about the composition of your department, including number of full-time faculty, lecturers, majors, teaching and research assistants, graduate students, etc.

Keep informed about the curriculum and any curricular changes.

Offer to attend faculty meetings to update the department on library issues.

Prepare communication mechanisms for informing the department about library resources and services.

Consult with appropriate faculty before acquiring expensive items or changing collecting policies.

Offer to work with the faculty to develop library instruction for classes with research needs.

Provide research consultation for faculty and students as appropriate.

Discuss library resources and services with each member of the faculty. Take appropriate brochres and handouts to give them (Pegasus, MELVYL, online databases, cd-rom products); offer to demo Pegasus, MELVYL, apprpriate databases; dial-up access to Pegasus and MELVYL; Melvyl passwords.

LIBRARY LIAISON PROGRAM

The Library Liaison Program exists to establish formal, ongoing working relationships between the Library and specific University programs, departments, or schools that require library collections and services.

The goal of the Liaison Program is to enhance communication between the Library and academic programs, resulting in improved resources and services for those programs.

The Liaison Program is carried out by appointing a liaison librarian to a specific department, program, or school. The Library also strongly encourages the academic program to reciprocate by formally designating a faculty member as the library liaison person on their end.

In addition, the Library urges academic departments to include their liaison librarian in meetings of the curriculum committee, the library committee (if such exists), in reaccreditation review committees, and in any other forum where the quality of library support for the program is a factor to be considered.

Since library staff numbers are insufficient to appoint a liaison librarian to every University academic program, the Liaison Program will be formalized with those departments where:

1) There are established but informal relationships or where there are officially supported subject-based collections.
2) There is a perceived need based on factors such as size of the program, and level of activity between the Library and the department.
3) There is a librarian with appropriate subject expertise on staff.
4) There is receptivity and reciprocity on the part of the academic department.

The role of the liaison librarian will include some or all of the following:

1) To represent the library needs of the assigned academic department to colleagues within the Library
2) To initiate and maintain regular communication between the Library and the department
3) To select library materials and to review faculty requests for library materials in the assigned subject area
4) To provide subject-related teaching, orientation, database searching, and reference services
5) To assist with accreditation reviews where information about library resources is required
6) To participate in departmental curriculum, library, or other appropriate committees as invited
7) To facilitate the resolution of service problems for individuals within the academic department

D. Responsibliities: Interaction with students and faculty

Interaction with students and faculty is among the bibliographer's most important activities. Regular communication with faculty and students is essential to building collections that meet the instructional and research needs of academic departments on campus.

Mechanisms for maintaining regular communication with users vary among the libraries. Examples include talking with Department Chairs or Library Representative/Liaisons designated by each academic department, and public service contact, particularly through reference desk activity, bibliographic instruction sessions, and student/faculty orientations.

Other mechanisms for channeling information include library newsletters, electronic mail, Friends of the Library activities, supplements in VOX, etc. Kresge, Dana, and Baker libraries currently publish newsletters for general distrib ıtion or geared to individual departments.

UNIVERSITY OF KANSAS LIBRARIES
RESPONSIBILITIES OF BIBLIOGRAPHERS

Persons assigned selection and fund management responsibilities in the University of Kansas Libraries shall be called "bibliographers"

Bibliographers should have knowledge of and responsibility for the areas described below and should act to fulfill the following collection development and management goals, as appropriate to their assigned subject area(s) and their total job responsibilities.

Bibliographers are evaluated by their supervisors as part of the annual evaluation.

1. **KNOWLEDGE/UNDERSTANDING OF POSITION**

   a. have knowledge of the assigned subject area(s) and/or disciplines; maintain knowledge and awareness through continuing education of: major works, leading scholars, trends in research, bibliographic and other reference tools, electronic media;

   b. maintain knowledge of general principles, goals and activities of collection development and management in academic/research libraries including: functions, current issues, trends, professional organizations and relevant publications.

2. **SELECTION OF MATERIALS FOR LIBRARY COLLECTIONS**

   a. understand the University of Kansas Libraries' Collection Development Policy, especially for the assigned subject area(s); and provide an on-going review of the policy for the assigned area(s);

   b. understand, develop, and maintain selection criteria in general and those particular to the assigned area(s);

   c. develop, maintain, and review approval plan profiles; monitor and review approval plan receipts;

   d. select and review all materials appropriate to the assigned subject area(s) including: books, serials, audio-visual materials, electronic media;

   e. maintain and review a balance between the selection of books, serials and other materials appropriate to the assigned subject area(s);

   f. develop and maintain gift and exchange agreements for appropriate materials; review gift and exchange receipts;

g. develop and maintain appropriate resource sharing agreements with other libraries.

3. **FUND MANAGEMENT**

a. analyze budgetary needs of assigned subject area(s)

b. maintain knowledge of publishing costs and trends, inflation rates for books and serials, and price trends for library materials in general and for materials appropriate to the assigned subject area(s);

c. prepare an annual budget request, providing a reasonable justification of spending levels in the assigned subject area(s) and of the need for any additional funds;

d. maintain and review a balance between expenditures for books, serials and other materials appropriate to the assigned subject area(s);

e. spend allocated funds appropriately, expeditiously and wisely; establish and apply priorities for the expenditure of allocated funds and monitor expenditures in the course of the fiscal year;

f. spend available endowment funds;

g. participate in developing alternative sources of funding for the acquisition of library materials.

4. **COLLECTION EVALUATION**

a. develop and implement a systematic plan for the on-going evaluation of library collections in the assigned subject area(s);

b. have knowledge and understanding of collection evaluation techniques and procedures;

c. identify gaps in the library's collections and develop retrospective purchasing plans to fill those gaps.

5. **PARTICIPATION IN COLLECTION DEVELOPMENT PROGRAM**

a. understand and review collection development and acquisitions policies and procedures;

b. participate in the collection development consultative and decision making processes through the Collection Development Council;

c. cooperate with other bibliographers and coordinate selection and evaluation activities as appropriate; support other bibliographers through sharing knowledge and experience of policies, procedures and activities;

d. maintain appropriate documentation of selection criteria, collection evaluations, analyses of collection needs, and communications with faculty;

e. keep the Collection Development Librarian apprised about major collection development activities and be prepared to provide him/her with appropriate documentation of activities including statistical and collection evaluation analyses and communications with faculty, especially accreditation reports.

6. **LIAISON WITH FACULTY AND OTHER LIBRARY USERS**

a. establish and maintain regular formal and informal contacts with faculty, students and other library users in the assigned subject area(s);

b. maintain knowledge and understanding of faculty and student needs and use of the collections; especially academic programs, courses, research interests, circulation of materials and interlibrary borrowing requests;

c. provide information to faculty, students and other library users about library policies and procedures, budget needs, collection trends and major acquisitions;

d. promote knowledge and use of the library's collections by providing, as appropriate, bibliographic instruction and assistance, guides for library users, newsletters, tours and exhibits;

e. act as an advocate for the library's needs and interests;

f. act as an advocate for the needs and interests of assigned subject area(s) and department(s) with the library.

7. **COLLECTION MANAGEMENT AND PRESERVATION**

[This section has not been clarified yet. Areas in which bibliographers may have responsibilities currently include: closed stacks, non-circulating materials, replacement, selection for repair and binding, and weeding.]

Approved by CDC 6/18/92

KENT STATE UNIVERSITY LIBRARIES LIAISON POLICY

Charge: The liaison Librarian's duties and responsibilities include but are not limited to, the following:

1. Establish contact with the School Director or Department Chair, the Library Representative and other members of the School or Department, and determine how best to represent the Libraries to the School or Department and how best to represent the needs of the School or Department to the Libraries.

2. Assist the School or Department in effectively expending their allocation of funds for new and retrospective library materials, including books, serials, documents, sound recording, software, etc.

3. Be aware of the literature of the discipline, the major journals and reviews, and bibliographies which describe the basic resources in the field.

4. Be aware, and keep the Libraries informed, of curriculum changes, changes in emphasis, new research interests, etc. in the School or Department especially as they impact on the Libraries.

5. Keep the School or Department informed of the Libraries' policies and procedures and of changes in those policies and procedures.

6. Assess the Libraries holdings in those areas of interest to the School or Department.

7. Continually review the material arriving on the approval plan in those areas of interest to the School or Department.

8. Help prepare a collection management statement for those areas of interest to the School or Department.

9. It is understood that many of the activities now performed by reference librarians, such as preparing bibliographies and library guides, delivering lectures, providing reference service both at the reference desk and by appointment, contribute to the liaison effort. Liaisons outside of the Reference Department are encouraged to work with reference librarians to coordinate and strengthen the library services offered.

Authority: The liaison librarian has the authority to plan and carry out activities that will accomplish the duties and responsibilities set out in the Charge in accordance with the Libraries policies and procedures. Administrative responsibility for the liaison librarian rests with the Head of the Department to which the liaison librarian is attached in consultation, on collection management matters, with the Associate Dean of Libraries for Collections and Development and the Head of Collection Management.

Allocation of Time: In order for the Charge to the Liaison Librarian to be carried out successfully, a certain amount of time should be set aside each week specifically for liaison work. It is recommended that ten hours a week be allowed. It is recognized that specific problems or projects will require different amounts of time and that it probably is not practical, or desirable, to hold inflexibly to a rigid schedule. The concern is that liaison work be carried out in a logical, consistent and timely manner.

Accountability: Each year the liaison librarians will submit a report to the Associate Dean of Libraries for Collections and Development outlining goals accomplished and problems encountered. The report should address the nine categories listed in the Charge.

Reference Collection: Primary responsibility for the development of the reference collection rests with the Head of the Reference Department, with the assistance of the reference librarians and the recommendations of the liaison librarians.

Don L. Tolliver
Dean of Libraries and Media Services
September 11, 1990

Faculty liaison

Most teaching departments assign a faculty member to be their liaison to the Library. Although the selectors should work with this liaison, they may also find it helpful to deal with the Chair of the department and the other faculty members.

The selector should learn the interests and concentrations of the department. This may involve not only the courses offered, but also the faculty and student research interests, the trends in enrollment, the plans for the future, the new courses or programs under consideration, the interests of new faculty, etc. Some departments may invite the selector to their meetings; others have regular seminars which might prove useful.

Faculty input may be useful on materials that seem peripheral to our collections. They should be consulted when expensive purchases or major changes in services are being considered. the selectors should keep the department informed of new materials or services that might be of interest.

Some faculty review the materials arriving on approval. In these cases, selectors should keep their liaisons informed about changes in the physical arrangements or procedures.

12/89

FACULTY-LIBRARY LIAISON:
GOALS AND GUIDELINES FOR SELECTORS

Faculty Liaison Task Force

Kent Underwood (Chair)
Angela Carreno
Sandra Fraser
Sue Schub

Bobst Library
New York University
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INTRODUCTION

Faculty liaison is an essential element of successful materials selection in a university library environment such as NYU's. As subject specialists, selectors are instrumental in seeing that the library's policies and services continue to provide appropriate support for teaching and research in their disciplines: selectors represent the library to the wider university community; reciprocally and dynamically, they communicate faculty needs and concerns back to the library, and are thus important agents in the evolution of the institution. The better a selector understands his or her academic constituencies on the one hand and the library on the other, the better and more rewarding the liaison work will be. An expertise, confidence, and credibility sufficient as to allow the selector to act effectively and with professional independence might be thought of as the ideal of the liaison role, and it is to that end that these goals and guidelines are addressed.

This document is designed primarily for selectors, but bibliographic selection does not exist in a vacuum. Particularly at Bobst, where most selectors have major public service responsibilities, it is natural that faculty liaison in one sector be mutually advantageous and enriching to the other. Well beyond selection, the liaison role is an opportunity to help promote and develop the full spectrum of library resources. At the same time, the climate of selector-faculty relations can be strongly influenced (for better and for worse) by factors outside a selector's direct responsibility or control; understanding the limits of one's position—knowing when to refer, when to facilitate, when to take charge of a problem—is also an important component of effective liaison.

These goals and guidelines seek to provide a structure to the working relationship between selectors and teaching faculty at NYU, doing so by way of suggestions rather than prescriptions. The six "goals" are generic and widely applicable to the majority of selectors anywhere, but the specific "possible approaches" are nothing more than a menu from which individual librarians can choose as appropriate to their own circumstances. Indeed, in the mosaic that is NYU, there can be no single blueprint, schedule, or yardstick for success, given the diverse institutional, historical, political, and personal dynamics that different selectors are going to encounter in their own areas of activity. Nor should the apparently linear progression from goal one to six be taken too literally. While goals one through five are in a sense preparatory and inward-looking in their emphasis on information gathering and study ("understand"), obviously none of this can go very far absent the nurture of active, personal contacts. Goal six ("establish and cultivate") must, then, come into play from the very beginning and throughout the process.

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GOALS AND GUIDELINES FOR SELECTOR-FACULTY LIAISON

GOAL ONE. Understand the schools, departments, and programs relating to your subject throughout the University.

Questions. Which NYU schools have departments or programs in your subject?

Who are the faculty? Their ranks? How long in department? Administrative responsibilities? Any endowed chairs? Visiting professors? Vacant positions? Graduate students under each?

Number of undergraduate majors and minors? Graduate students? Post-doctoral? Who are teaching or research assistants or fellows? Their responsibilities?

Who is departmental secretary or administrative assistant?

Grants or other outside funding? Any affiliated research institutions? Publications under auspices of department? Departmental library? Other collections, special facilities, or resources? Direct departmental or faculty involvement in gifts or purchases for the library?

History of your subject at NYU? Present strengths and weaknesses of department? Its stature regionally and nationally? Professional awards to faculty? Past faculty or students of note? Future trends and prospects?

Formal faculty or student library committee or liaison within the department?

Possible approaches. Study NYU catalogs and bulletins.

Meet with department chair, with administrative assistant or department secretary, with department's library liaison.

Consult bibliographic indexes, grants and awards registers, *Directory of American Scholars*, other resources pertinent to your field.

Consult former professors or other authorities in the field whom you know.

Check published guides to colleges and universities.

Track publications and professional appointments of Ph.D. recipients.

Ask your bibliographer or others in the library with knowledge of your area.

GOAL TWO. Understand the full range of curricular offerings relating to your subject.

Questions. Degree programs and requirements? Courses, seminars, colloquia? For undergraduate majors, graduate students, general students? Interdisciplinary programs involving your subject? Courses in your subject in other departments or schools? New courses or programs being planned? Present ones being phased out?

Possible approaches. Study course descriptions and semester schedules.

Look at current and recent reserve lists, or browse reserve stacks.

Look at course reading lists and syllabi.

Visit NYU bookstore to examine required and recommended texts.

GOAL THREE. Understand the research interests of faculty and graduate students.

Questions. Subjects of publications and conference papers by faculty? Ongoing and planned projects? Editors or members of editorial boards? Members or officers in professional societies? Topics of graduate seminars? Of recent and in-progress dissertations?

Possible approaches. Obtain list of faculty publications from department, or compile one yourself. (Corollary: Check to see that Bobst's holdings are complete and up to date.)

Consult catalogs and course descriptions.

Ask departmental representatives or individual faculty about their interests and work.

Survey recent NYU dissertations in your field.

Ask graduate advisors or the students themselves about current students' research.

GOAL FOUR. **Understand faculty's and students' usage, expectations, perceptions, and attitudes regarding library collections and services.**

Questions. Materials for courses or research normally on hand when needed? (If not: Not in collection? Checked out? Missing and unaccounted for?) Use NYPL or other local libraries? How often, and for what kinds of materials?

Degree of awareness, use, and satisfaction with: Access and circulation policies? Reference, bibliographic instruction, interlibrary loan, media, other services? BobCat? Other automated utilities? Special collections? Any special requirements or unmet needs?

General degree of satisfaction with subject collection and with library overall? Satisfaction increasing or decreasing over time?

Possible approaches. Review reserve lists, or talk with Reserve Department personnel.

Review library's bibliographic instruction statistics.

Review circulation statistics, or check "date due" stamps in books to get a sense of circulation patterns.

Talk with other librarians or with administrators knowledgeable about the history of your faculty's involvement with the library.

Send out questionnaire, or discuss with faculty in person.

GOAL FIVE. **Understand and be able to discuss with faculty your own collection, your collecting policy, budgetary processes and limits, all library policies and services relevant to your constituency, and your own role within the library.**

Possible approaches. Thoroughly familiarize yourself with the library's collection development policy statement for your subject.

Look at the RLG or METRO conspectus report for your subject.

Obtain or compile a list of journal subscriptions and series standing orders in your subject.

Study files left by your predecessors. Talk with previous incumbents.

Begin to take your own measure of the collection by browsing the shelflist, checking standard bibliographies, or other assessment techniques.

Discuss the collection development policy, the budget-and-expenditures process, and other collection-related issues with your bibliographer.

Become conversant in all specialized reference and instructional resources offered by the library in your subject.

Meet with librarians in other departments to learn about the gamut of policies and procedures, in public and technical services, that affect your discipline.

GOAL SIX. **Always alert to the opportunities inherent in the mutual interdependence of collections, public services, and technical services, establish and cultivate lines of communication with faculty, and between faculty and the library.**

Possible approaches. Send letter introducing yourself to faculty as the library's specialist in their subject.

Initiate introductory meetings with department chair, with liaison to library, with secretary or administrative assistant, with individual faculty members, with graduate student representative or association.

Offer to introduce yourself at a full faculty meeting.

Tour the department.

Have your name put on the department's mailing list.

Look at departmental bulletin board, newsletters, etc.

Read general campus newspapers and newsletters.

Attend department-sponsored lectures, colloquia, performances, etc.

Attend departmental social functions.

Audit or enroll in a course in the department.

Attend meetings of pertinent professional societies locally or nationally

Exchange NYU-NET addresses with faculty.

Take the initiative in orienting new faculty to the library.

Personally notify individual faculty of new acquisitions, services, or oth matters of particular interest to them.

Write periodic reports summarizing recent additions to the collection ar outlining your plans for the period ahead.

Send memo at beginning of each year giving overview of library service pertinent to your subject.

Consult with faculty about major initiatives (expensive purchases, new subscriptions or cancellations, retrospective acquisitions, etc.)

Discuss the library's selection and acquisitions processes with faculty t help put their requests in perspective and to help define your collecting priorities.

Use the collection development policy statement as a focus for discussi and as a way to elicit faculty concerns and priorities for the collection.

Meet periodically with department chair or faculty groups to discuss major issues and developments of mutual concern to the department an the library.

Take advantage of serendipitous encounters.

ACKNOWLEDGEMENTS

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University of Texas at Austin

FACULTY LIAISON

Priority I.

1. Establish and maintain good communication with departmental library committee or library representative and other interested faculty.

2. Consult with appropriate faculty before acquiring unusually expensive items or making important changes related to collection development.

3. Act as liaison for faculty with other areas of the library system.

4. Keep informed on curriculum and curriculum changes.

5. Contact each new faculty member in the department upon his arrival.

Priority II.

6. Inform faculty about library resources and ways to access them.

7. Inform faculty on alternatives in library use instruction for students.

8. Offer assistance as appropriate in planning and coordinating student library assignments.

9. Keep in contact with graduate advisors and/or thesis and dissertation advisors for awareness of ongoing research in subject area.

10. Visit with department chairperson, particularly if newly appointed, and/or college dean once a year, if appropriate, to discuss funding, programmatic priorities, trends and plans for curricula.

Priority III.

11. Keep informed about individual faculty members' professional activities and interests.

12. Arrange to attend the first faculty meeting of department or college in order to introduce yourself; arrange attendance at other meetings if feasible.

13. Involve faculty in preparation of selected reference sources, bibliographies and other library use materials prepared for sudents.

FACULTY LIAISON

Suggestions for Implementation

The suggestions noted below amplify on the activities listed on the preceding page. They are intended as examples only and are by no means comprehensive.

-- Get on department mailing list. Get to know the departmental secretaries. They are valuable contacts.

-- Direct a communication, either written or in-person to each faculty member in the department at least once a year. The nature of communication with individual faculty members is a function of size: the larger the department, the less personal the contact. Sending a notification on the availability of a book of particular interest to an individual is an example of a personal communication, while newsletters, solicitations for reserves, new acquisitions lists and announcements on upcoming user education activities constitute more general communications.

-- Acquisitions of unusual or expensive items, serials cancellations, revisions of collection development policy or approval plan profiles, and significant location changes are examples of bibliographer activities which should be preceded by discussion with appropriate faculty.

-- Sources for learning about curriculum are: preregistration course listings in the Daily Texan, department bulletin boards (e.g. Germanic Languages, Classics), reserve lists, textbook lists, the Catalog series, and course schedules. New bibliographers need to look at appropriate catalogs and course schedules for several recent years.

-- Each new faculty member should be provided with written materials on the library, including the Acquisitions Manual for Faculty. A followup visit or telephone call should offer an orientation tour of the appropriate library, emphasizing the location of materials, major reference tools in the subject, and services (including Circulation and Reserves).

-- Offer formal or informal presentations on new indexes or services, major reference sources in tangential and primary fields, microform subject collections or other special materials.

-- When offering assistance on class library assignments, explain the implications of such assignments for library resources. Maintain an assignments record which notes the instructor's name, the size of the class, the assignment, how the assignment was met, and suggested acquisitions for next year. Discuss the effectiveness of the library's participation in the assignment with the instructor.

-- Offer assistance to department in showing the collection to faculty being interviewed for new positions.

-- The Daily Texan, On Campus and the UT news releases report on faculty professional activities. Citation indexes (look for listings by institution under several entries) and the lists of faculty publications sometimes available from department offices help to keep the bibliographer informed on faculty publications.

The Functions of the Academic and Library Faculty Liaisons

The primary function of the liaison relationship is to enhance mutual and timely information exchange between the academic departments and the library and to see to it that, on a day-to-day basis, the library needs of departmental faculty are satisfied.

The function of the librarian is:

1. To act as a library resource person to the department concerning all library services, but especially in the areas of collection development, bibliographic instruction, online database searching, and reference.

2. To inform the departmental representative of new developments in library services and collection development.

3. To be familiar with the teaching and research done in the department. To learn about future plans and directions for the department.

4. To receive and see to it that faculty requests for library materials are processed.

5. To convey to the Principal Bibliographer the departments' concerns, needs, and suggestions; and to keep him informed about departmental matters, especially as they may relate to library services and collection development.

The function of the faculty liaison is:

1. To handle requests for library materials from departmental faculty.

2. To help the librarian in assessing the present and future library needs of the department.

3. To alert the librarian to new directions the department may be planning to take, in terms of teaching, research, and degree programs.

4. To disseminate information about the library to the department's faculty.

5. To gather concerns, needs, and suggestions from faculty and convey them to the librarian liaison to the department.

August 1989

Washington University

CHECKLIST OF BIBLIOGRAPHER DUTIES

FACULTY LIAISON

1. Establish and maintain good communication with departmental library committee or library representative and other interested faculty.

2. Consult with appropriate faculty before acquiring unusually expensive items or making important changes related to collection development.

3. Act as liaison for faculty with other areas of the library system.

4. Keep informed on curriculum and curriculum changes.

5. Contact each new faculty member in the department upon his arrival.

6. Inform faculty about library resources and ways to access them.

7. Visit with department chairperson, particularly if newly appointed, and/or college dean once a year, if appropriate, to discuss funding, programmatic priorities, trends and plans for curricula.

LIBRARY USE/INSTRUCTION

1. Assist users in locating materials needed for research.

2. Assist in library programs of course-integrated instruction related to your discipline.

3. Offer tours and lectures for orientation and bibliographic instruction.

4. Learn to conduct searches in appropriate online data bases, to extend own knowledge of resources in the discipline and effect better interaction with users in the discipline.

COLLECTION EVALUATION

1. Within assigned subject conduct an evaluation of discrete part of the collection each year.

FUND MANAGEMENT

1. Manage all funds for assigned area.

2. Make annual estimates of expenditures for library materials in assigned subjects from all sources, including serials, approval plans, allocation and special funds.

SELECTION OF MATERIALS

1. Develop, use, and routinely review a working list of selection tools.

2. Select library materials for purchase on a timely and continuing basis according to the Collection development policy and other library guidelines.

3. Review incoming materials, including approval plan receipts and monographs in series which are on standing order, to maintain awareness of new titles, to flag materials for rush and priority cataloging, to notify faculty, and to alert technical services personnel to problems.

4. Develop, maintain, and review approval plan profile in the subject area. Add and delete publishers as needed.

5. Review the collection development statements and approval profiles for assigned subject areas and revise as necessary in consultation with faculty.

6. Encourage suggestions from library users for library materials purchase.

7. Evaluate and select gifts in appropriate subject areas.

COLLECTION MANAGEMENT

1. Designate appropriate processing priorities.

2. Review current serial subscriptions for appropriate action.

3. Consult with appropriate staff on binding and cataloging problems.

4. Monitor use in order to identify needed additional copies, replacements, or subsequent editions.

5. Identify deteriorating library materials which are to be preserved and determine the appropriate preservation method.

6. Consider limited access or circulation for materials which because of condition, value or demand, require special protection.

7. Negotiate needed transfers from one location to another with appropriate bibliographers.

8. Weed lesser-used materials from the collection on a regular basis.

GUIDELINES FOR LIAISON LIBRARIANS VIS-A-VIS DEPARTMENTAL LIBRARY REPRESENTATIVES

Liaison librarians and departmental library representatives from the academic departments work together to facilitate communication between the Library and the departments, to develop the library collection, and to prepare budgets and administer funds for the acquisition of library materials.

To facilitate communication, the liaison librarian:

- keeps the departmental library representative informed about library resources, services, policies, matters of current interest, orientation, and instruction programs
- informs the Library of any concerns the department has with any aspect of the library operation
- informs the Library of the requirements of the department, and wherever possible, addresses the department's requests directly (e.g. orientation)
- is available to attend departmental meetings by invitation to present and receive information and comment concerning library services

With regard to collections development, the liaison librarian:

- consults with the departmental library representative about the department's Collection Development Policy; keeps the representative informed about the library's selection, acquisition, and weeding procedures; and generally assists the departmental library representative in becoming familiar with the strengths and weaknesses of the Library's collections
- consults with the departmental library representative on long-range planning of collection development
- advises the departmental library representative of relevant new acquisitions and subscriptions
- consults with the departmental library representative as necessary on possible purchases from departmental library funds
- consults as necessary with the departmental library representative when preparing assessments of the library collection and programs, such as those for OCGS, and in conducting reviews of serials

With regard to the Acquisitions Budget, the liaison librarian:

- consults with the departmental library representative in drafting the annual Acquisitions Budget to ensure that the budget request accurately reflects the amount required to support the department's teaching and research

- keeps the departmental library representative informed of the commitments and expenditures of the Acquisitions Budget over the course of the year

November, 1989

Definitions of Liaison Service/Practice
written by survey respondents at ARL Libraries
where no "official" written definitions have been formulated.

U. British Columbia: Our strategic plan requires librarians to reach out to users in order to identify their information needs & problems, to convey & demonstrate the range of services available, and to bring back to the Library an appreciation & understanding of user needs & the priorities of scholarship & teaching.

U. Chicago: Whatever is appropriate to meet the information needs of the University's faculty, students, and staff.

U. Guelph: Responsible for working with faculty members and graduate students, especially faculty/library liaison(s) of academic departments.

U. Hawaii: Regular, but relatively informal communication between library faculty and the "library liaison" in the teaching department.

U. Illinois: The "liaison Librarian" in cooperation with the faculty develops and maintains research collection in the academic areas served. The librarian insures that reference, original cataloging, and online service are provided to meet the needs of faculty and students in the academic departments. The liaison librarian maintains a strong working relationship with its academic departments.

U. Iowa: Liaison librarians are expected to be the primary link between the library and the department or program they serve. The primary focus is collection building, but they should also be offering specialized reference assistance, user education and other services. They should keep current with research trends in the discipline, with issues relating to scholarly publication in their field, and with new directions in the individual department. They should make themselves known to faculty and learn about their research interests, and keep the appropriate library administrative officers informed about new directions.

U. Manitoba: Bibliographers consult on a regular basis with faculty departments and individual faculty members in arriving at Bibliographic decisions, including ordering and cancellations. Contact will be informal but also includes representation on Faculty Library Committees.

U. Maryland: Developing close working relationships with the campus faculty, particularly in collection development in order to ascertain how library collections and services can best support their instructional and research needs.

MIT: Consultation with Faculty on collection development in a specific discipline.

U. Nebraska: Provision of reference and research services to faculty and students in a subject area; communication link between departments and the library.

U. Oregon: Liaisons are responsible for monitoring instructional programs and research needs in their designated areas to ensure that the Library's collections and services are responsive to the evolving needs of the University community.

Syracuse: Subject selectors are encouraged to actively solicit information from departments, to be active in departmental discussions on library resources, to convey news of library to departments, to serve as referrals for faculty and students of assigned departments to other library staff and services as necessary.

U. Washington: Actively and effectively communicating with faculty and students in the disciple(s) for which the selector is responsible, to understand, respond to, and anticipate their information needs; building and maintaining collections in support of those needs; representing the Libraries to these users.

U. Waterloo: It is covered in our Guidelines for Liaison Librarians and Guidelines for Departmental Library Representatives as facilitating communication between the Library and the Academic Department, assisting with Collections Development work and participating in Acquisitions Budget preparation.

U. Western Ontario: Communication - oral and written, formal and informal -with the academic departments served, including subject specific reference, representation at meetings, etc..

Note: It should be taken into consideration that these definitions are generally less formal and refined than are the "official" definitions reported by institutions in which library-wide definitions of liaison practice have been developed through deliberation to consensus. Nevertheless, they have been included in the analysis (see SPEC Flier), and can provide insight for those seeking to develop institutional definitions of liaison service in the future.

SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

INTERNAL COMMUNICATION OF LIAISON ACTIVITIES

ASSOCIATION OF RESEARCH LIBRARIES

OFFICE OF MANAGEMENT SERVICES

University of California at San Diego

Library Impact Worksheet

Program: _____

Date: _____

Bibliographer: _____

Program status (approved?, not yet approved?):

Please check as many as apply:

[ ] new school [ ] new department [ ] new faculty
[ ] new major [ ] new minor [ ] new ORU
[ ] new faculty interest [ ] new degree level (degree: _____)
[ ] new languages [ ] growth in student numbers
[ ] new area studies emphasis [ ] new interdisciplinary focus

[ ] other _____

1. Description of the programmatic change:

2. Impact on collection development/management (use NCIP language if possible):

3. Impact on public services:

4. Impact on technical services:

5. Estimate of new resource requirements:

6. Potential sources for new resources:

7. Resource-sharing potential; other resources in UC:

8. Program has been reduced or eliminated (please supply brief explanation):

3. Budget/Allocation of funds

Dartmouth College

The fiscal year of the College runs from July 1 through June 30; the Library follows a similar budgetary cycle. Departmental budget requests are filed in October and approved or amended by the following January for the upcoming fiscal year. The Library derives its revenue for the purchase of library materials from the income of endowments designated for that purpose and from the general funds of the College. Funds for the purchase of library materials for the associated schools (Dartmouth Medical School, Thayer School, and Tuck School) are allocated by the administrators of each school. Other sources for library materials include gifts in kind and cash.

The budget for each bibliographer is set according to the types, costs and amount of material published in each field as well as the need to support College programs. In the spring, the Director of Collection Development and Bibliographic Control notifies each bibliographer of the percentage increase or decrease in his/her budget for the coming year. This is based on projected endowment income distribution, an analysis of the previous year's expenditures and an estimation of future costs for library materials. The bibliographer then meets with the Director to discuss specific needs, considering support for the curriculum, special programs, and collection evaluation. The meeting is one of approximately three held throughout the year between the Director and the individual bibliographers. Adjustments to the budget may be made to meet special requirements.

Budget Timetable

July 1 Start of fiscal year.

Summer Annual reports submitted to Library Directors describing any new programs projected, identifying special budgetary needs for the next fiscal year.

Late Summer/Fall Each bibliographer meets with the Director of Collection Development and Bibliographic Control to discuss anticipated needs for the coming year. The bibliographers of the associated schools meet the Director of Collection Development and Bibliographic Control for budget monitoring and expenditure analysis as well as with their respective deans to negotiate acquisitions budgets.

October The Director of Collection Development and Bibliographic Control submits the library materials budget, based on bibliographers' needs, projected endowment income, anticipated inflation and publishing statistics, for discussion with the Library administration.

November The library materials budget is incorporated in the overall Library budget. The budget is reviewed by the Provost and the Library Administration and necessary adjustments are made.

Nov./Dec. The final budget request is sent by the Provost to the President through the Financial Services Office for approval.

January The President submits the Library budget, as part of the College Budget to the Board of Trustees for consideration.

Late Winter/Spring The Library Administration is given the final budget for the next fiscal year.

Spring Bibliographers may meet with the Director of Collection Development and Bibliographic Control to discuss anticipated needs.

June Individual budget report sheets are distributed to bibliographers at meetings with the Director of Collection Development and Bibliographic Control.

Bibliographer's annual report form

Collection Development Policy _____

Name of bibliographer _____ Date _____

Describe any changes in the composition of the faculty or other constituencies , including new people/new specialties:

List any new courses or programs:

Describe any courses that are inactive, dropped, or significantly different in content:

Describe any changes in funding or costs of items which are having an impact on collections:

Describe any developments/trends in the literature that are having an impact on collections:

Describe any changes in collecting patterns, giving consideration to format, language, etc.:

Significant collection managment activities:

Additional comments:

SUNY STONY BROOK LIBRARIES
LIBRARY MATERIALS BUDGET REQUEST FORM
FY 1992/93

FUND: SELECTOR:

1991/92 EXPENDITURES

	titles	$
MONOGRAPHS (firm orders)--		
APPROVAL PLANS		
Ballen --		
Other --		
PERIODICALS		
OTHER		
TOTAL		

Fall 1992/93 DEPARTMENTAL INFORMATION

Faculty .....

Students
Undergraduate FTE .....

Undergraduate Majors .....

Graduate .....

Doctoral degree candidates.....

COST/INFLATION FACTORS

Monographs
1991/92 average cost/vol. (SUSB)

1991/92 average cost/vol. (Ballen)

Estimate of inflation rate for monographs-- %

ENROLLMENT/PROGRAM FACTORS

1. New or discontinued programs or courses.

2. Recently recruited or departed faculty or new directions in faculty research.

3. Other factors.

1992/93 REQUEST

1. 1992/93 monographs (firms orders).....$

1992/93 approval plans.....$

TOTAL MONOGRAPHS.....$

2. 1992/93 continuations.....$

3. 1992/93 periodicals.....$

State University of New York at Stony Brook

UNIVERSITY OF WASHINGTON LIBRARIES

SELECTOR SURVEY A.
1991-1993

Fund Group _____
Fund Name _____
Selector _____
Date _____

1. List important changes that have occurred during 1989-91 in programs served by this fund. Please enumerate your responses so that you can refer to the changes by number in question 2. Consider changes in scope, program addition/termination, new degrees, and new course listings. Take into account interdisciplinary programs, institutes, centers and/or projects that affect your needs. Address growth or decline in importance of a sub-field, if applicable. Comment on any faculty personnel changes which added a new research interest or removed another. Describe definite changes you expect to occur during the next two years in programs, courses, research needs or areas of specialization for which faculty will be recruited, and for which additional library resources will be needed. Service units may wish to describe any changes in use or in service patterns which affect the resources needs for the unit.

Note: This question is completed by liaisons for discipline-related funds.

UNIVERSITY OF WASHINGTON LIBRARIES

SELECTOR SURVEY B.
1991-1993

Fund Group _____
Fund Name _____
Selector _____
Date _____

1. Describe any changes in programs, usage, service patterns, or any other factors that affect the resources needs for your unit. Include any future changes which you expect to occur. Please enumerate your responses so that you can refer to them by number in question 2.

Note: This question is completed by liaisons for funds supporting multidisciplinary collections associated with particular units, e.g. microforms, newspapers, government publications, etc.

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Note: This and subsequent pages are completed for all funds.

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2. Your base book budget (excluding any one-time allocations and other assistance) for 1990-91 was $_____.

Your base new serials budget for the 1989-91 biennium, before cancellations, cessations, and transfers, was $_____.

Your serial renewal budget (as of December 1990) was $_____.

Your responses below should take into account the adequacy of this biennium's budget, the changes listed in question 1, the effects of price increases, dollar value in foreign markets from which you buy most heavily, publishers' pricing policies, and your projected move of monographic series orders to the book budget from the serials renewal budget this biennium. Include amounts needed to cover computer files which cost less than $300. You may also wish to indicate a type or dollar amount of material you were <u>not</u> able to acquire. **Do not include an inflation request. This will be handled centrally.**

a. What amount would be an adequate book budget next year for: Approvals and firm orders? $_____; Continuations? $_____. (Use the dollar amount you have identified to date of monographic series transfers from the serial renewal budget during the current project.) Briefly justify your request and, where appropriate, key increases/decreases to numbered changes in question 1.

b. What would be an adequate budget <u>for the biennium</u> for new serials? $_____. Briefly justify your request and, where appropriate, key to numbered changes in question 1.

c. NB: The purpose of this optional question is to provide guidance to the RBC for future planning. Base your response upon your perceived needs of your collection, its publishing characteristics, and your users' needs. There is no "right" answer.

Using your 90/91 book, new serial, and serial renewal budgets (see 2. above), if you had complete freedom to move money between books and serials, what dollar amount would you have had in books and in serials?

COMMENTS:

3. List and give cost estimates for any expensive materials such as sets, back files, microform collections, computer files (e.g., CD-ROM, videodiscs) which you strongly feel need to be acquired and which will require funding beyond your regular allocation in the next two years.

4. As applicable, make any other comments you wish regarding this fund that will be helpful in understanding your collection's characteristics and needs. Examples:

a) information on changes in your country or region's book market.

b) information on average cost or inflation rate for the subjects/formats covered by your fund, citing source and year covered. (Do not include statistics from *Library Journal*, *Publishers Weekly*, Faxon or the approval plans.)

c) list any subjects covered by this fund that may not be immediately apparent from the fund name.

d) note significant use of your collection by any campus group(s) other than your primary, or expected, user group(s).

e) information on book and serial budgets from librarians in other institutions with comparable programs, number of faculty, students, etc.

5) Record the amount and source of any outside funding you expect to receive in the next biennium.

1991-93 SELECTORS SURVEY SUMMARY

FUND GROUP _____

(For the Book Budget, provide two separate figures: one to include firm orders and approvals, and the other, continuations.)

RECOMMENDED FUNDING 1991-92 Annual Book Budget			RECOMMENDED FUNDING 1991-93 Biennial New Serials Budget	
FUND	SELECTOR	FUND MANAGER	SELECTOR	FUND MANAGER

COMMENTS: (Use reverse side if needed).

SYSTEMS AND PROCEDURES EXCHANGE CENTER

LIAISON SERVICES FOR LIBRARY USERS

ASSOCIATION OF RESEARCH LIBRARIES

OFFICE OF MANAGEMENT SERVICES

COLLECTION DEVELOPMENT PROGRAM
University at Stony Brook Libraries
Fact Sheet

Collection Management and Development, Wanda Dole, Assistant Director (W1508 Melville Library, 632-7100). Development of the University Libraries collection is the responsibility of librarian subject selectors. Selectors serve as liaisons between the Libraries and University departments, programs, and schools. Selectors' names and assignments are printed on the back of this sheet.

Selectors welcome faculty recommendations for new library materials. They initiate selections for the collections using their subject expertise, bibliographic skills, and knowledge of curricula and research activities. Selectors monitor collection development through review of approval plans, standing orders and requests for new periodical subscriptions. They adjust the scope or parameters of the collection to address changes in department or college instructional programs and to accommodate resource limitations.

Selectors also review and recommend acceptance of gift collections and make preservation and replacement decisions about library materials in deteriorating conditions.

The University Libraries add an average of 40,000 volumes each year and the collection totals approximately 1.5 million cataloged volumes. The Libraries are also a selective depository for United States government publications.

While the major focus of Collection Development is the acquisition of materials that support campus curricular and research needs, we also link our acquisitions program to other research libraries and consortia in order to broaden the scope of materials available to faculty through resource sharing and direct access agreements.

Faculty may obtain materials on interlibrary loan from research libraries throughout the United States and Canada. For details on these shared resources programs, contact the Interlibrary Loan Office, E1332 Melville Library, 632-7117.

General inquiries about the development of the library collections may be directed to Wanda Dole, Assistant Director, Collection Management and Development, W1508 Melville Library, 632-7100. Inquiries about other aspects of library services and administration may be referred to John B. Smith, Director of Libraries and Dean of Library Faculty, 632-7100.

Special Collections, Evert Volkersz, Department Head, E2320 Melville Library, 632-7119. Special Collections houses rare books and author and subject research collections; literary and historical manuscripts; special formats including broadsides and ephemera, maps, newspapers, and the University Archives, including printed materials and university records. Collections are available for use in the Special Collections Reading Room, E2320 Melville Library, Monday through Friday by advance appointment.

Major printed and manuscript collections include Long Island, Contemporary Letters and Literature, Book Arts, Political and Social Movement, Children's Books and Textbooks, the Jacob K. Javits, Environmental Defense Fund, and the William Butler Yeats Microfilmed Manuscript Collections, as well as collections on women's history and local politics.

Preservation Program, Dianne Stalker, Preservation Librarian, C1667 Melville Library, 632-7109. The Preservation Program was established in 1986 as part of a formal preservation program begun in 1984 with receipt of grant funds from the state legislature. The programs provide systematic review of library collections; cost effective repair, rebinding, replacement, reformatting or boxing of books that are in deteriorating condition; and staff and user education in the fundamentals of library preservation.

SYRACUSE UNIVERSITY LIBRARY

OFFICE OF THE UNIVERSITY LIBRARIAN

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October 1990

Dear Faculty Colleague:

We are pleased to present this Faculty Guide to Syracuse University Library, prepared by the Library-University Relations Committee of the Syracuse University Library Assembly, to provide an overview of the Library collections, services and personnel. Intended to aid faculty in their interactions with the Library and to enhance communication among us, the Guide is an innovation during a time of transition for Syracuse University Library. We hope you will find it useful.

Library staff welcome the opportunity to discuss their areas of responsibility and are happy to provide more detailed information about the resources and services described here. Please feel free to contact any of the staff listed in the appendix.

We value your opinions and would be especially grateful for any comments or suggestions you may have regarding the usefulness of this Guide. We look forward to hearing from you.

Yours sincerely,

David H. Stam

David H. Stam
University Librarian

E.S. BIRD LIBRARY / SYRACUSE, NEW YORK 13244-2010 / 315-443-2573

COLLECTION DEVELOPMENT AND RESOURCE SHARING

Subject specialists on the Library staff work closely with faculty to develop collections that support research and teaching at the University. Many colleges, schools, and departments at the University designate faculty members as Library liaison officers. The University Senate Committee on the Library meets regularly with the University Librarian and other Library administrators to assist in Library policy formulation and to keep abreast of Library programs and activities. Both the Committee and the Library welcome suggestions and comment from faculty on Library collections and services.

The Library's ability to acquire materials needed for the University's academic programs has been seriously affected in recent years by two long term trends: increases in the number of new journals and other materials being published, and drastic increases in the cost of journals and other materials. These trends, the result of inflationary pressures caused by broad national and international economic forces, are having a profound effect on the development of research library collections nationally, and at Syracuse. As a result, closer cooperation between the Library and faculty at the University, and ongoing rigor in the criteria for selection of Library materials are required. Academic libraries, including ours, are making increasing use of resource sharing through consortial and other agreements. Three major resources available to Syracuse University faculty follow.

INSTRUCTIONAL SERVICES
Room 112
E. S. Bird Library
443-1943

The Library offers a variety of library instruction and orientation programs to help students learn to use library resources effectively. Programs are arranged through the Instructional Services Coordinator or with the appropriate subject specialist.

Instruction for classes

Faculty members are invited to request library instruction for their classes. Presentations can cover any library resources desired, including reference tools, online resources, or research strategies appropriate to a particular subject, course, or assignment.

Members of the library staff welcome the opportunity to work with faculty members and teaching assistants in developing library-use components for courses. These can be designed to integrate instruction and practice in using library skills with the subject matter of the course.

Please make all requests at least one week in advance to permit scheduling and the preparation of instructional materials.

Assignments

Library staff work closely with faculty on assignments that require extensive use of library materials. It is essential for faculty who are giving such an assignment to communicate with the Instructional Services Coordinator in advance, especially if the assignment requires the use of reference materials. It is especially helpful to provide library staff with a copy of the assignment in advance.

Orientation

General orientation sessions are offered at the beginning of the fall and spring semesters. The schedule is printed in *The Syracuse Record* and is available in Bird and the Science and Technology Library. If an entire class plans to attend a scheduled session, please notify the Instructional Services Coordinator in advance.

Self-guided audiocassette tours of Bird Library are available at the Privileges Desk, 1st floor, Waverly entrance.

divisions and sections. See LIBRARY DIRECTORY for specific addresses and telephone numbers.

BUILDING THE COLLECTIONS

Holdings in the campus library system now exceed 5 million cataloged volumes with an equal number of microform materials, placing this collection among the fifteen largest American research libraries. Qualitatively, several subject collections are considered among the best in the country: Fisheries, Oceanography, Slavic and East European Studies, Forest Resources, East Asian Studies, and Engineering.

SELECTION

❑ **Faculty involvement** in collection development may occur on several levels: through the library subject selector, the faculty liaison, the fund group manager, the collection development librarian, the associate director for library collections, or the Libraries suggestion boxes. All faculty members are encouraged to make purchase suggestions to the subject selector and to work with the selector on any other service-related issues.

Consultation with the appropriate library selector (subject specialist) is the most direct approach. **A list of selectors, organized by subject, is in the back pocket of this publication. Office telephone and e-mail numbers are given.** Selectors usually contact all new faculty within their subject areas and aim to provide any faculty member with information tailored to their particular concerns. Responsibilities of selectors include management of book and serial funds, reviews of existing holdings and implementation of the written policies that describe each subject collection. Selectors revise these policies as academic programs change. Selectors provide faculty with information about the collections, significant budget changes affecting acquisitions, and relevant library policies, including procedures pertaining to the relocation of materials and the purchasing of duplicate copies for the library collection.

❑ **A faculty liaison** (known as a collection development advisor in Health Sciences) or library committee is also appointed by every academic department to facilitate communication between the library and the department. The faculty liaison or designated library committee member informs the library selector of the current curricular and research needs of the department. The liaison should also notify the selector of pending changes in faculty and curricula, so that the Libraries can prepare for possible redirection in collection focus. In turn, the selector may ask the liaison to take information back to the department concerning book and serial budgets, policy changes and new services, or ask to address faculty at a departmental meeting.

Faculty liaisons should ensure that new faculty are aware of all services available to them and their students. These services, including bibliographic instruction and library reserve services, are described in detail in the **Library Services** section of this handbook. Finally, the liaison may represent the faculty in discussions with the library staff on broader issues of collection development and reference services.

❑ **Selection of Materials**

- **Acquisition process:** The Libraries buys materials in all formats - books, journals, newspapers, microform, sound and video recordings, photographs, maps, printed music, and computer-based files, including CD-ROMs, data files, and locally-mounted electronic databases.

Materials come into the Libraries in several ways: (1) **On order**--A selector places an order for a specific item; (2) **On approval**--Materials are sent to the Libraries by book distributors for review by selectors; (3) **On deposit**--Publications are automatically received from the governments of the United States, Canada, Alaska and Washington state, as well as the European Communities and the United Nations; (4) **On exchange**--Scholarly materials that are not available from any other source are received in exchange for publications needed by other institutions; (5) **Blanket order**--Library of Congress field offices and foreign book dealers send materials that fall within established parameters (similar to approval plans but primarily used for acquisition of foreign materials); and (6) **As a gift**--Gift materials that support the collection development guidelines.

- **Subject specialists:** The responsibility for developing and managing the Libraries' collections rests with over sixty subject specialists or selectors who represent the library collection interests of the academic departments. The fund groups work cooperatively on major purchases and track academic issues of common interest.

  In each subject area, specific collection development policies have been established to guide the selection of materials. Each selector has discrete budget lines for monographs and serials. The size of an individual budget is the result of the established level at which a subject is collected, past expenditure history, growth or reduction of the size of the academic department, and other factors. Every budget line is reviewed each biennium and selectors provide a detailed survey of the status of the program or collection focus, expected changes and projections of expenditures.

  Requests and concerns of each fund group are represented by the fund group manager on the Collection Development and Management Council. The Council meets monthly to discuss policy, to review requests for costly materials requiring supplemental funding, and to review campus programmatic changes as well as national developments in higher education as they relate to libraries in order to build a collection that is responsive to the research and teaching needs of the faculty, students, and staff.

FUND GROUPS

FINE ARTS
Architecture-Urban Planning
Art
Dance
Drama
Music
Music Listening Center

HEALTH SCIENCES
Health Sciences
K.K. Sherwood
Social Work

HUMANITIES
Classics
Comparative Literature
English
French
German
General Humanities
Italian
Jewish Studies
Linguistics
Philosophy
Religion
Spanish

UGL
Undergraduate
Media

INTERNATIONAL STUDIES
Africa
Canada
East Asia
International Studies
Near East
Scandinavia
Slavic and Eastern Europe
South Asia
Southeast Asia

NATURAL SCIENCES AND RESOURCES
Fisheries-Oceanography
Forest Resources
Friday Harbor
Maps
Natural Sciences
Psychology

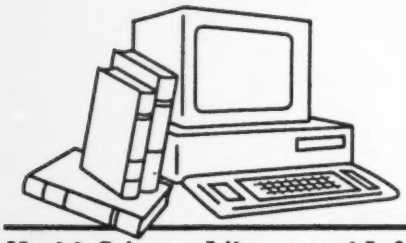
PHYSICAL SCIENCES AND TECHNOLOGY
Chemistry
Computer Science
Engineering
Mathematics
Physics-Astronomy

SOCIAL SCIENCES
American Ethnic Studies
Anthropology
Business
Communications
Curriculum
Economics
Education
Geography
History
Librarianship
Political Science
General Social Sciences
Sociology
Women Studies

SPECIAL COLLECTIONS
Book Arts
Pacific Northwest
Photographs and Graphics
Special Collections
Manuscripts and University Archives

SUZZALLO PUBLIC SERVICES
Government Publications
Microforms & Newspapers
Periodicals
Reference

BEST COPY AVAILABLE



LIBRARY-DEPARTMENTAL LIAISON PROGRAM

HSLIC FACTSHEET #6

Health Sciences Library and Information Center
University of Washington, SB-55, Seattle, WA 98195 (206) 543-5530

The purpose of the Library-Departmental Liaison Program is to promote stronger ties and good communication between the Health Sciences Library and Information Center (HSLIC) and the departments and programs within the Health Sciences Center. Librarians can visit your department to share current information regarding HSLIC programs, resources, and services or are happy to discuss your needs by phone. Faculty are invited to contact liaisons about HSLIC's collections and services, existing resources in your field, procedures for requesting materials to be acquired for the collection, and to support your teaching, clinical and research needs. For further information about the Library-Departmental Liaison Program, contact your library liaison (see reverse for phone numbers and e-mail addresses).

PROGRAM	LIAISON
Alcohol and Drug Abuse Institute	Lou Pray
Child Development and Mental Retardation Center	Janet Schnall
Dentistry, School of	Lou Pray/Janet Schnall
Continuing Dental Education	(liaisons to all programs)
Dental Hygiene	
Dental Public Health Sciences	
Endodontics	
Hospital Dentistry	
Oral and Maxillofacial Surgery	
Oral Biology	
Oral Medicine	
Orthodontics	
Pediatric Dentistry	
Periodontics	
Prosthodontics	
Restorative Dentistry	
Hall Health Center	Sherry Dodson
Harborview Medical Center	Ellen Howard
Health Sciences Center for Educational Resources	Philip Arny
Medicine, School of	
AHEC Program	Lou Pray/Elaine Martin
Allergy and Infectious Diseases	Ellen Howard
Anesthesiology	Lorraine Raymond
Biochemistry	Terry Ann Jankowski
Bioengineering	Terry Ann Jankowski
Biological Structure	Philip Arny
Cardiology	Sherry Dodson
Cardiovascular Research & Training Center	Sherry Dodson
Clinical Pharmacology	Sherry Dodson
Clinical Scholars Program	Janet Schnall
Comparative Medicine	Colleen Weum
Continuing Medical Education	Philip Arny
Dermatology	Carolyn Weaver
Family Medicine	Debbie Ketchell
Gastroenterology	Elaine Martin
General Internal Medicine	Sherry Dodson
Gerontology and Geriatric Medicine	Lou Pray
Hematology	Sherry Dodson
Immunology	Carolyn Weaver
Laboratory Medicine	Debbie Ketchell

GUIDELINES FOR DEPARTMENTAL LIBRARY REPRESENTATIVES

All academic departments have departmental library representatives appointed by the department chairman to act in liaison with the librarian assigned to that department to facilitate communication between the department and the Library, to assist with collections development work, and to participate in the preparation of the annual Acquisitions Budget request.

To facilitate communication, the departmental library representative:

- informs the Library of departmental activities, particularly as they arise from proposed new courses or programmes of study, or developing areas of research interest, which require Library collections support
- informs colleagues of library resources, services, policies, and matters of current interest, and ensures that colleagues are aware of and promote Library orientation and instruction programmes
- circulates to colleagues the Serials Cancellation Bulletin, Library Newsletter, and other communications from the Library
- serves as required as an ex-officio member of one of the library councils - the Arts Faculty Library Committee or the Davis Centre Library Group - and in this capacity advises the Library at need on a wide range of matters, including, in particular, any departmental concerns regarding the Library

With regard to collections development, the departmental library representative:

- becomes familiar with the department's Collection Development Policy; the library's selection, acquisition, and weeding procedures; and, in general, with the strengths and weaknesses of the Library's collections
- assists the liaison librarian for the department with long range planning of collection development
- advises the liaison librarian, and when necessary canvasses colleagues, on proposed major purchases or specialized materials
- forwards to the liaison librarian requests from colleagues and advises about priorities for purchasing
- informs colleagues of new acquisitions and subscriptions
- provides information about assessments, such as those for OCGS, which include library collections and programs

With regard to the Acquisitions Budget, the departmental library representative:

- assists the liaison librarian in drafting the annual Acquisitions Budget request to ensure that the budget request accurately reflects the amount required to support the department's research, and informs the department chairman of the justifications for the budget request and seeks his support

- monitors the commitment and expenditure of the Acquisitions Budget over the course of the year

In all these respects the departmental library representative acts on behalf of his/her colleagues and department, and should consult widely and report fully on all library matters so that all of a department's academic requirements are fully served.

November 1989

FACULTY LIAISON UPDATE

The Libraries want to hear from you about library services. As part of the Faculty Liaison program, each department has a librarian assigned to it (see below). Please send suggestions to your liaison librarian or to the head of the library unit. We are eager to hear your ideas on how we can improve library service. We also wish to make use of your subject expertise regarding new books, journals, media, and other library materials.

DEPARTMENT	LIBRARIAN
Adult & Continuing Education	G. Sniderman — PKL
	K. Bacsanyi — PKL
Africana Studies	D. Tucker — PKL
Anatomy/Cell Biology	N. King — SML
Anesthesiology	L. Spang — SML
Anthropology	K. Bacsanyi — PKL
Art & Art History	W. Hulsker — PKL
Audiology	L. Spang — SML
Bibliography	D. Breneau — PKL
Bilingual Bicultural Education	G. Sniderman — PKL
Biochemistry	N. King — SML
Biological Sciences	N. Wilmes — SEL
Business Administration	C. Chamness — PKL
Center for Molecular Biology	L. Sutton — SEL
	N. King — SML
Center for Urban Studies	S. Lawler — PKL
Chemistry	L. Mendelsohn — SEL
Chicano Studies	D. Tucker — PKL
Children's Literature	G. Sniderman — PKL
College of Pharmacy and Allied Health Professionals	N. King — SML
College of Lifelong Learning	D. Callaway — PKL
Community Medicine	L. Spang — SML
Computer Science	N. Wilmes — SEL
Criminal Justice	D. Callaway — PKL
Dermatology	L. Spang — SML
Dance	G. Sniderman — PKL
Developmental Disabilities	D. Callaway — PKL
Economics	C. Chamness — PKL
Education	G. Sniderman — PKL
Engineering	J. Ruffner — SEL
English	D. Breneau — PKL
Family Medicine	J. Coffey — SML
Film Studies	D. Tucker — PKL
Fine and Performing Arts	W. Hulsker — PKL
French	R. Holley — PKL
Geography/Urban Planning	S. Lawler — PKL
Geology	L. Mendelsohn — SEL
German	G. Sniderman — PKL
Gerontology	S. Lawler — PKL
Government Documents	S. Lawler — PKL
	K. L. Kaul — NLL
Greek and Latin	R. Holley — PKL
Health & Physical Education	G. Sniderman — PKL
History	B. Crook — PKL
Humanities	D. Breneau — PKL
Industrial Education	K. Bacsanyi — PKL
	G. Sniderman — PKL
Industrial Relations	S. Ellison — PKL
Immunology & Microbiology	N. King — SML
Institute for Chemical Toxicology	L. Sutton — SEL
	N. King — SML
Instructional Technology	K. Bacsanyi — PKL
	G. Sniderman — PKL
Internal Medicine	N. King — SML
Italian	R. Holley — PKL
Journalism	D. Tucker — PKL
	K. L. Kaul — NLL
Labor Studies Program	S. Ellison — PKL
Law	G. Clark — NLL
Library Science	K. Bacsanyi — PKL
Linguistics	D. Breneau — PKL
M.A.I.R.	S. Ellison — PKL
Mathematics	N. Wilmes — SEL
Media Selections	S. Ellison — PKL
Medical School (General)	N. King — SML
Medical Technology	L. Spang — SML
Molecular Biology and Genetics	N. King — SML
Mortuary Science	L. Spang — SML
Music	W. Hulsker — PKL
Near Eastern Languages	D. Tucker — PKL
Neurology	J. Coffey — SML
Neurosurgery	J. Coffey — SML
Newspapers	R. Flint — PKL
Nurse Anesthesia	L. Spang — SML
Nursing	L. Sutton — SEL
	N. King — SML
Nutrition and Food Science	L. Mendelsohn — SEL
Obstetrics & Gynecology	J. Coffey — SML
Occupational & Environmental Health	L. Spang — SML
Occupational Therapy	L. Spang — SML
Ophthalmology	J. Coffey — SML
Orthopedic Surgery	J. Coffey — SML
Otolaryngology	J. Coffey — SML
Pathology	N. King — SML
Pediatrics	J. Coffey — SML
Pharmaceutical Sciences	N. King — SML
Pharmacology	N. King — SML
Pharmacy Practice	N. King — SML
Philosophy	G. Sniderman — PKL
Physical Medicine & Rehabilitation	L. Spang — SML
Physical Therapy	L. Spang — SML
Physics	J. Ruffner — SEL
Physiology	N. King — SML
Polish	V. Kajlik — PKL
Political Science	K. Bacsanyi — PKL
Psychiatry	J. Coffey — SML
Psychology	K. Bacsanyi — PKL
Radiation Oncology	J. Coffey — SML
Radiation Technology	L. Spang — SML
Radiation Therapy	L. Spang — SML
Radiology	N. King — SML
Religion	D. Breneau — PKL
Russian	V. Kajlik — PKL
Social Work	S. Lawler — PKL
Sociology	D. Callaway — PKL
Spanish	W. Hulsker — PKL
Speech	D. Tucker — PKL
Surgery	J. Coffey — SML
Theatre	W. Hulsker — PKL
University Studies/Weekend College	B. Lessin — TS
	D. Callaway — PKL
Urban, Labor & Metropolitan Affairs	S. Lawler — PKL
Urology	J. Coffey — SML
Vocational Studies	G. Sniderman — PKL
Women's Studies	B. Heath — PKL

PKL = Purdy/Kresge Library; SEL = Science & Engineering Library; SML = Shiffman Medical Library; NLL Neef Law Library; TS =Technical Services

SYSTEMS AND PROCEDURES EXCHANGE CENTER

TRAINING

Create date: 881026
Revision date: 890901

E. Orientation and training

The Library's Personnel Department offers a semi-annual orientation to the Library system for new support and professional staff. Staff are conducted through all departments throughout the library system, where they are introduced to the activities and staff in each section by the department head and his/her designate. The orientation program is voluntary and lasts approximately one week.

The Collection Management and Development Committee oversees an orientation program for new bibliographers which is intended to supplement the general new staff orientation. The program covers the following checklist of activities:

A. Collection Development Program at Dartmouth College Library

Section A of Checklist is accomplished in a meeting with the CMPgroup. Meeting should be held shortly after new bibliographer arrives. CMP Group presents the checklist so that new member knows what he/she will be learning in the next couple of months.

1. CMDC: the Collection Management and Development Committee
2. Collection Management Policies Group
3. Bibliographer's manual/Library Policies File
4. Bibliographer's annual report
5. Council on Libraries

B. Collection Development

Section B is handled by an experienced bibliographer within the new bibliographer's unit. If no such trainer is available, a member of the CMPGroup can handle this section. These activities should be covered within the first month.

1. Book selection: tools and techniques
2. Acquisitions & Serials Depts.
   a. Ordering: procedures for monographs and serials
   b. Innovacq system
   c. Approval plans
   d. Budget reports; annual budget meeting with Dir. of CMDC
   e. Monthly acquisitions lists
   f. Monthly serials status reports
3. Gifts

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4. Dual interest areas; dual interest bibliographers
5. Online Catalog, RLIN, OCLC, Faxon system

C. Collection Management

Section C. is handled by a bibliographer within Technical Services or by a member of the CMPgroup. With the exception of the visit to the Storage Library, these activities should be covered by the second month.

1. Interactions with Technical Services
2. Cataloging and Catalog Maintenance Depts.
   a. Cataloging treatment decisions
   b. Discards/replacements
   c. Backlog
   d. Binding
3. Storage Library
4. SIRSI reports
5. Preservation

The Administrative Services Librarian can answer questions relating to College benefits, personnel policies, and other issues relating to work at Dartmouth.

Dartmouth College

Below is an outline of the various elements of the orientation, to give you some idea of the topics to be covered in the schedule.

I. Cataloging procedures (Mitch)

See the attached "Training Plan: Library Assistant IV or Professional Cataloging Librarian, Monographic Cataloging" by Bonnie Mitch.

II. Acquisitions Procedures (Wachel, Wilhite, Ford, Templeton, Gussman, Hubbard, Strottman)

A. Overview
B. Monographic ordering
C. Fund records
D. OASIS order/pay/receipt records
E. Monographic receiving and approval book procedures.
F. Overview of serials procedures.
G. Serials receiving, claims.
H. Preorder and precatalog searching.

III. Collection management operations (Shreeves, Africa, Howell)

A. General operations, policies and organization.
B. The RLG environment, including the Conspectus.
C. CIC and Iowa cooperation.
D. Annual collection management activity reports.
E. Collection Management Committee.
F. Selection Teams/discipline-based divisions.

IV. International studies at Iowa (Shreeves, Howell, Hale, Julich, Kohler).

A. Organization and focus of international studies within the University (CICS, LASP, OIES, MUCIA).
B. International studies coverage within the library system.
C. Latin American studies within the University.
D. Latin American studies within the library system.
E. Other collection management librarians interacting with Latin American specialist (International Studies Bibliographer, selector for Portuguese and Brazilian literature, selector for Spanish Literature, Film Studies selector, Government Publications librarians et al.).

V. General library matters (Dewey, Shreeves).

A. Former, transitional and new organization.
B. Evaluation and salary review policy and practice.

C. Absences--vacation, sick leave, flexible work day, leave with/without pay.
D. Support for professional development.
E. Planning process and University/Library Strategic Plan.
F. Staff benefits presentation.
G. Tour of Main Library.

VI. Reference and User Education/Unit heads (Simmons-Welburn, Welburn, M. Forys, Sifford, Falconer, Larson, Green).

A. Reference services.
B. User education program.
C. Diversity/special services program.
D. Art and Music Libraries.
E. Preservation and Conservation.
F. Map Library.

VII. Infrastructure (Sayre, Olson, Africa, WEEG staff).

A. Mail, including electronic mail.
B. Personal computer use and training.
C. OASIS training.
D. Telephones.

University of Iowa

UNIVERSITY OF NEW MEXICO GENERAL LIBRARY

COLLECTION DEVELOPMENT DEPARTMENT

Training checklist for new selectors

This checklist is from a coordinator's point of view. It does not include formal orientations with the director of Collection Development, heads of Acquisitions, Serials, etc.

ORGANIZATIONAL ISSUES

1. Function of Coordinators group re CD policy, serial orders and cancellations, communication
2. Describe CD structure of clusters
3. Coordinator's responsibilities re selectors: training, advice, assistance, performance evaluation in the context of negotiated goal setting, monthly reporting of significant activities, back-up during selector's absence
4. Determine percentage of time to be spent on CD, in consultation with selector's department head and the coordinator/CD head

DUTIES

Go over Collection Development Selectors Responsibilities statement in CD Selectors' Manual. The following categories are based on that statement.

LIAISON

1. Arrange introduction to faculty department liaison
2. Outline selector's liaison functions
3. Describe how department/discipline fits into college/university structure. Relationship with other departments, colleges, local and state agencies.
4. Describe how dept. uses General Library and other campus libraries
5. See attached subject discipline profile prepared by Sandra Coleman and the attached checklist by Catherine Pasterczyk

CONSULTATION

1. Discuss importance of consultation with other selectors, Access Services, Bindery Prep, Acquisitions, Serials, Cataloging, Microforms, Center for SouthWest Research, Govt. Publications, Reference, etc.

2. Shared decision-making and information sharing, distribution of blurbs and approval forms to the most appropriate selector, etc.
3. Interdisciplinary areas affect location decisions, purchase of multiple copies, negotiation for unique and expensive titles.

ANALYSIS AND EVALUATION OF COLLECTIONS

1. Short term: to acquaint oneself with the collection
2. Long term, ongoing: to prepare formal reports for accreditation reviews and for University program development and curriculum revision. Forms B and C. To conduct use studies and other self-evaluations for budget allocation and other Library management purposes.
3. Written CD policies: Zimmerman Reference, Latin American juvenile literature, etc.

SELECTION

1. Firm orders--monographs, journal backorders, replacements
   Priority for faculty and student requests.
   --serials/continuations (subs/stos). Definitions.
   Order one; cancel two limit
2. Approval plans--BNA, profile, microfiche for coverage and treatment; need to monitor
   --BHB forms
   --LBO plans
   --Fine Arts plans
3. Gifts--evaluating receipts, selection criteria. Soliciting faculty gifts
4. Depository collections--U.S. Docs, N.M. state, ERIC, NASA, etc.

COLLECTION MANAGEMENT

1. Weeding--ongoing or special projects. Consultation if appropriate
2. Cancellation of serials. Consultation with department, other selectors. Treatment decision for existing volumes.
3. Binding decisions for new serial titles, damaged materials, other items in-process
4. Location decisions for materials to be transferred or in-process
5. Cataloging decisions for materials in-process or being recataloged. I.e., Classed Sep vs. classed together-analyzed, etc.
6. Preservation decisions. Photocopy, microfilming, binding, etc.
7. Special projects such as prioritizing backlogs, consulting with other selectors on transfer of blocs of material, remote storage, etc.

WEEKLY REVIEW OF INCOMING MATERIALS

1. Firm orders. Location change? Binding needed?
2. Standing orders. Location and fund decision
3. Approval form selections. Location change? Binding needed?
4. Approval book hits. Location and fund decision, or rejection. Consultation needed?
5. Gifts: Location and fund decision or rejection to Friends booksale, trash, or other libraries
6. Action Review. Variety of decisions requested by staff who encounter specific problems with materials in-process. Location, fund, or treatment decisions requested.
7. N.M. State Documents Depository. Location and fund decision
8. Notify coordinator when planning to be absent so that reviews can be done for approval plan material.

EXPEND/MONITOR BUDGET ALLOCATION

1. Fiscal year deadlines for encumbrances
2. Innovacq reports--Weekly Fund Activity Report of individual encumbrances and expenditures
   --Monthly Accounting Report for summaries and percentages of encumbrances and expenditures
   --Special customized reports on request
3. Fund adjustments and transfers. Balancing among funds or within the cluster
4. Need to keep informal track of orders in-process but not yet encumbered.

REVIEW SELECTION TOOLS

1. Describe appropriate tools for area/discipline
2. Routing of blurbs, catalogs, exchange lists
3. Suggestion box requests
4. Interlibrary Loan notifications of journals requested 5 times for latest 5 years. ILL individual requests on 3 month delay basis.
5. Patron search requests for missing items reported to Access Services
6. Reserve requests from faculty
7. Notice of withdrawn titles

INTERNAL SYSTEMS AND TOOLS

1. Innopac/Innovacq. searching techniques, reports
2. OCLC
3. LIBROS
4. LS/2

5. Serials Title List
6. Card Catalogs
7. BNA microfiche
8. Faxon serials directory
9. Acquisitions Department file of publishers' catalogs
10. Serials Department decision file (partially on Innovacq)
11. Shelflist
12. Withdrawn file

POLICIES/PROCEDURES

1. CD Selectors' Manual
2. Official Bulletin for minutes of Coordinators' meetings

meh/lkl
November 1991

a:training

SUBJECT DISCIPLINES

Background Information Desired

The Department at U.N.M.

- Program areas within the dept.
- Number of faculty - new/old
- Dept. chair
- Faculty research interests
  - Record of publications
  - Graduate recruitment brochure
  - Literature searches
- Number of graduate students - number of degrees
- Curriculum offered
  - Changes in last few years
  - Degree requirements
- Required readings
- Course reserves

Characteristics of the literature

- General characteristics - formats
- Names in the field - major themes in discipline
- Major publishers
- Review journals
- Other review sources
- Major indexes and data bases
- Major journals
- Reference tools
- Professional societies

UNIVERSITY OF WASHINGTON LIBRARIES

Operations Manual

Policies, Guidelines and Procedures

Vol. IV
Section C, No. 19
June 1988

Fund Manager/Representative Responsibility for Training New Selectors

Definition

A "new" selector is any person who assumes responsibility for collection development and management in a subject or non-subject collection and is part of a Fund Group. A new selector may be new to the system, new to collection development responsibility, or new to the collection in question.

Policy

It is the responsibility of the Fund Group Manager or Representative to insure that a new selector receives the appropriate level of training covering the topics in the outline below in order for him/her to carry out collection development and management activities and to understand his/her role individually and in relation to the collection development program. While a new selector may be trained in much of the day-to-day activities by a former selector for that collection, overall coordination for training a new Fund Group member remains with the Fund Manager or Representative. Following training the by Fund Manager or Representative, new selectors will attend an orientation session on the collection development and management program given by the Assistant Director of Libraries, Collection Development and Management. Topics covered in the orientation are philosophy, organization and structure, function of the Council and Collection Development and Management Office, and major program elements.

Outline of Topics to Be Covered

Depending upon a new selector's level of experience, Fund Managers and Representatives will cover the following topics. Normally, training will be scheduled in more than one session.

1. Selection of materials.

   A. The collection development policy statement
      1. read and become thoroughly familiar with contents.
      2. revise/update
      3. faculty consultation
      4. levels definitions
      5. coordination with other policies
      6. other

   B. Becoming familiar with new selection responsibility
      1. background reading in encyclopedias, handbooks, textbooks
      2. standard and specialized tools
      3. learning about constituency needs, e.g., questionnaires, General Catalog, ILB notifications
      4. becoming familiar with existing collection
      5. learning about other collections with related material
      6. professional organizations relevant to subject selection
      7. other

   C. Various ways in which material comes into the Libraries
      1. approval plans, firm orders, serial orders
      2. gifts
      3. exchanges
      4. deposits
      5. other

   D. Cooperative collection development, e.g., CRL, ICCL, the Law Library

2. Budget management

   A. Financial sketch of immediate past, present, upcoming biennium, depending upon training date; how biennial budgeting works.
   B. How budget is allocated
   C. Selector surveys
   D. How to read the library materials budget statement
   E. Targets and other tips on budget management
   F. Other

3. Collection management

   A. Binding
   B. Weeding
   C. Storage

D. Relocation
E. Deselection
F. Replacement
G. Duplication
H. Lib. 17 files
I. Geac and the selector
J. Collection evaluation - to whom to turn for help
K. Bibliographic tools - including electronic, e.g., OCLC, online cat, BIP PLUS, Ulrich's Plus
L. Other

4. Council and Fund Groups

A. Council
B. Relationship of Fund Groups to Council
C. Characteristics of this Fund Group compared to others
D. Responsibilities of Fund Manager vis a vis the selector
   1. budget monitoring
   2. countersigning, e.g., serials, monographs, desiderata
   3. in systemwide program implementation
   4. other
E. Role of selector within the Fund Group
F. Other

5. Faculty liaison (supervisors are involved as appropriate)

A. Name of official liaison; Fund Manager notifies faculty liaison in writing
B. Methods of establishing/maintaining/improving
C. Meeting existing faculty
D. Getting to know new faculty
E. Surveying faculty by questionnaire
F. The importance of monitoring and reporting program development/ de-emphasis
G. Getting on the mailing list for department newsletter and other information
H. University Archives
I. Other

6. Selector evaluation

A. Line supervisor (if not same as Fund Manager keep this person informed about collection development activities)
B. Input from Fund Manager
C. Input from Assistant Director, CD&M
D. Other

7. Orientation sessions

A. Standard
   1. Head, Acquisitions Division

2. Serials Acquisitions Librarian
3. Head, Special Collections and Preservation Division
4. Assistant Director, Collection Development and Management

B. Optional
1. as determined by Fund Manager, e.g., Reference, Gov Pubs, OUGL - as appropriate
2. other

8. The selector and the academic community (supervisors are involved as appropriate)

A. Interpreting Libraries' policies
B. Explaining the budget
C. Assisting users
D. Others

9. Conferral

A. General
B. Special cases
1. OUGL
2. Area Studies
3. Government Publications
4. Special Collections
5. other

10. Documentation

A. Essential reading
1. Operations Manual, Volume IV
2. selected documents in Acquisitions Division Manual
3. Center for Research Libraries Handbook, Focus
4. General Catalog
5. Curriculum Report
6. departmental newsletter, if available
7. other

B. Packet of forms and other documentation to be given by Fund Manager or Representative
1. position papers
2. levels description from Guidelines for Collection Development
3. CRL booklet: Research Materials available or other CRL handouts
4. LC Classification Outline
5. introductory material to National Shelflist Count
6. Report of Gift Card (Lib. 73)
Serials Evaluation form (Lib. 17)
Serials Fund Change Request (M-76)

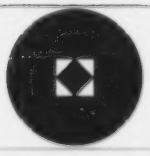
Collection Development Query (M-38)
Order Notification Form (M-37)
Order Request Card (Lib. 239)
Desiderata List Database Reporting Form (Lib. 128)
Relocation Request (Lib. 124)
Limited Retention of Serials (Lib. 18)
Order form (Lib. 20)

7. other

SYSTEMS AND PROCEDURES EXCHANGE CENTER

GOALS & EVALUATION CRITERIA

ASSOCIATION OF RESEARCH LIBRARIES



OFFICE OF MANAGEMENT SERVICES

BROWN UNIVERSITY LIBRARY

COLLECTION DEVELOPMENT

EVALUATION CRITERIA

1. PROFESSIONAL KNOWLEDGE AND SKILL:

This category refers to the sum total of information (academic plus professional experience) that a collection development librarian should bring to the position, ie. what one knows, should know about collection development:

- thorough knowledge of respective collection development policies representing personal assignments as well as overlapping areas
- through knowledge of approval plans; the ability to apply the plans to assignments so as to be able to predict what will be supplied
- familiarity with the serials literature in areas
- ability to evaluate gifts as suitable to current or anticipated needs
- aware of available literature regarding collection development and makes an effort to keep abreast of field
- reviews literature, catalogs, etc. as appropriate to subject areas
- awareness that responsibilities are to Library and broadbased Academic community, not particular faculty interests
- participates in educating the faculty to Library's services
- attends collection development meetings
- submits reports as required
- serves on committees on collection development issues
- participates as appropriate in completing documentation relating to consortia agreements

2. JUDGEMENT AND DECISION-MAKING:

Judgement and decisionmaking are vital components in the repertoire of collection development librarians. The ability to discern trends, anticipate needs, identify superfluous materials and measure all these against available resources represents the kind of quality decisionmaking that is essential to a dynamic collection development organization. Collection Development Librarians should be:

- capable of conducting activity according to the guidelines of the collection development policy
- capable of maintaining a balance between collection needs and departmental needs
- capable of providing informed input to others regarding interdisciplinary issues
- capable fo providing information in a timely fashion regarding support for new courses, programs etc.
- capable of evaluating collections as needed
- capable of anticipating and examining issues, problems as well as posing solutions and recommendation

3. QUALITY AND QUANTITY OF WORK:

This an area of performance evaluations that is quantifiable. It deals with dispersal of funds, the ability to comply with established guidelines for colleciton development, and numbers, eg. items acquired, problem orders, etc. Collection Development Librarians should:

- disperse allocations in compliance with spending year
- conduct collection development activity in accordance with the established procedures
- provide the "follow through" necessary to complete tasks

4. WORK RELATIONSHIPS:

This category relates to how one "gets along" with ones colleagues. Collection Development Librarians should be approachable, helpful, and recognize the commonality of goals; and should strive to:

- maintain quality relationships with other collection development librarians by sharing information regarding selection, evaluation, problems and solutions
- maintain quality liaison with faculty to insure quality communications between the Library and the Academic community
- maintain liaison with the Department Head by communicating changes, discrepancies,etc. between policy and practice
- keep the Department Head informed as to problems, current or anticipated which effect collection development
- maintain good working relationships with collection development support staff, Acquisitions and Special Collections staff

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Brown University

GENERAL LIBRARY, UNIVERSITY OF CALIFORNIA, BERKELEY

COLLECTION DEVELOPMENT AND MANAGEMENT PROCESSES:

A FRAMEWORK FOR ASSESSMENT

Prepared by the Collection Development Heads

INTRODUCTION

It has been stated that the selection of library materials is, in part, a "private, cognitive activity."* The privacy is inherent in each selector's uniqueness within an organization. Ordinarily the person charged with responsibility for development of collections in a subject, language, or geographic area is the library's resident expert in that field; he or she knows more about it than any colleague in the library (and perhaps more about the range of publishing in the field than any faculty colleague). Nonetheless, collection specialists and managers need ways to assess the effectiveness of an individual's work and the appropriateness of the collections being developed and managed. Expertise cannot operate in a vacuum, but must be related to the goals of the library and the university, and to the limits and constraints the institution faces.

The cornerstone of the individual librarian's selection policies must be the Collection Development Policy Statement of the General Library, a document which relates the Library's collecting goals to the academic programs of the campus. This policy was published in January 1980, and will soon undergo revision. The process of revision will be a Library-wide project in which all selectors will be asked to participate, reviewing policies in relation to their own areas of responsibility. Each specialist will also be asked to prepare a supplementary statement elaborating on unit-, area-, or discipline-specific requirements. These statements will be combined with the unit's data extracted from the revised CDPS to form tailored collection development policies for each unit or area of collecting responsibility.

While a systematic, structured evaluation of collections may be the best measure of the success of the Library's collection development program, such evaluation is so costly that it can ordinarily be undertaken only for selected areas. Other approaches are needed for regular assessment and improvement of collection activities. This paper attempts to formulate questions which can:

1) assist collection specialists to monitor and evaluate their own performance;
2) help supervisors clarify their understanding of each specialist's work, and thereby improve performance evaluation.

The questions admit of a variety of acceptable answers, and the answers will certainly vary with the specialists' responsibilities and personal strengths. However, all of the questions represent important elements of the collection development and management process, and reflect concerns which should stimulate a continuing dialogue between specialists and their supervisors.

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* Atkinson, Ross. "The Citation as Intertext: Toward a Theory of the Selection Process." Library Resources and Technical Services, 28, no. 2:109-19. (Ap-Je 1984).

COLLECTION MANAGEMENT AND DEVELOPMENT PROCESSES:
A FRAMEWORK FOR ASSESSMENT AT UCB

I. The selection process:

A. Scope of selection

1. Who are the collection's primary users? How many faculty, graduate students? From what departments? What other on- and off-campus demands does the collection serve?

2. Is the selector aware of developments and changes in the disciplines served? Are the research methods and strategies of the disciplines understood? How is continuing awareness of research directions maintained?

3. How is the Library's Collection Development Policy Statement used? Are there any other written statements of collecting policy for the particular areas of the collections?

4. How does the selector identify collection needs and communicate them for consideration in the Library's policy and budget planning?

B. Methods of selection

1. Current collecting:

a. What are the essential selection tools which must be consulted regularly for development of the collections of current monographic imprints in the selector's field? of serials? of nonprint materials?

b. Which additional sources should be consulted periodically for expanded knowledge of the disciplines served, critical evaluations of current literature, understanding of developing trends, etc.? Are these regularly reviewed?

c. How is the impact of new technology on the discipline(s) monitored? How are machine readable data files, online indexes, electronic journals, etc., identified and assessed?

d. What other sources of information are used in selection? How are users' recommendations communicated? Are they solicited? Are any formal mechanisms employed?

e. Are approval plans used? Blanket orders? What systems have been devised for monitoring them? Are there other areas for which approval plans should be considered?

f. How does the collection specialist interact with Acquisition Department staff, and also with Serials and Government Documents Departments, to determine the best method of acquisition for materials (e.g., when to use exchange, when to place a standing order for materials dispersed among units, etc.)

2. Retrospective collecting:

a. How are collection lacks identified? Analysis of new program needs? Missing reports? User complaints? Other?

b. Have any planned programs for systematic retrospective collection building been undertaken? Are these for core collections? Special collections?

c. Have any programs of retrospective collection development been planned contingent on funding?

C. Monitoring selection:

1. How does the selector routinely monitor his/her own success in collection development—i.e., the adequacy of current collecting for Berkeley program needs? (User feedback? Use statistics? Comparison with accession lists of other libraries? Consultation with colleagues at other libraries? Spot checks of RLIN, OCLC, or other current lists? Other?)

2. Have any formal evaluations of areas of the collections (e.g., checking of standard bibliographies, shelflist counts, written evaluations by faculty or other experts, etc.) been undertaken?

Have areas in particular need of evaluation been identified? Are any systematic evaluation projects planned for the next two years? What method of analysis (checking bibliographies, engaging expert consultant, etc.) is planned? What, if any, additional support is needed for projected evaluation studies?

3. What means, formal and informal, are used to solicit advice from users regarding the collections? To inform them about the collections?

4. What means are used to determine adequacy of collections to support new or changing programs and research in the discipline?

D. Interlibrary cooperation

1. What formal cooperative reliances have been developed for the particular areas of the collection? How is the cooperative agreement implemented?

2. Have informal cooperative reliances been worked out with selectors in neighboring institutions? How are these implemented?

3. What level of communication is maintained with peer collection specialists at Stanford? The other UC campuses? Other RLG libraries? Other relevant collections?

II. Collection management:

A. Preservation

1. Has any systematic preservation review of any or all of the collection been undertaken?

2. Have areas of the collection which are in special need of systematic preservation review been identified? What support does the unit or selector need to work with the Conservation Department in such a review?

3. In what ways does the selector interact with the Conservation Department? Is this interaction regular and continuing, or occasional?

B. Deselection

1. Is there a continuing or periodically repeated program of review for storage or withdrawal or discard? What criteria are applied in this decision-making? Who decides?

2. Has consideration been given to the possibilities for replacement of print materials with microform or other compact storage medium?

C. Analysis of collection management data

1. Is use made of circulation statistics and other collection use data?

2. What other collection management data is gathered and analyzed (e.g., growth by class, ILB requests, etc.)?

D. Fiscal concerns

1. Budgetary management

a. How are budgetary needs determined? How are they documented in annual budget requests?

b. Are expenditures on monograph funds regular throughout the budget year?

c. In times of tight budgets, are purchases prioritized, and desiderata lists maintained?

d. Are expenditures kept within budget allocations? Have fund overages or shortfalls been regularly experienced? To what is this attributable? Are budgetary overages or shortfalls communicated promptly to the department head and the AUL?

e. Are serials lists controlled, with very selective addition of new titles, and cancellation of unneeded titles as they are identified?

2. Additional support for collections

a. Have efforts been made to acquire supplemental support for the collections by seeking and encouraging gifts from individuals, academic departments, etc.?

b. Have grant proposals been developed? Have these proposals been prepared in cooperation with Library development staff? With faculty or organized research units? Have they been successful?

III. Support for the collection development and management processes:

A. Time devoted to collection development

1. How much time (per week, averaged over the year) is devoted to selection?

a. Is this time adequate for maintenance of current collecting levels?

b. Is it sufficient to permit some collection analysis and retrospective collection development, when funds are available for these purposes?

c. Is selection accomplished with some regularity throughout the year, or batched at infrequent intervals?

2. How much time (per week, averaged over the year) is devoted by the collection development librarian to preservation and deselection activities?

3. Is some of the librarian's time devoted to routine bibliographic checking or other clerical work in support of collection development and management? How much time (per week, averaged over the year)?

B. Are there major obstacles to the achievement of the defined goals for the collections? What are the obstacles? Can remedies be suggested?

Goals and Objectives 1989-1991

GOALS:

My overall goals as a Social Sciences and Humanities reference librarian is to continue to broaden my knowledge base in European and Soviet studies, building on my expertise in languages and literature. This is in response to the direction of literary research towards more multi-disciplinary studies and to the need in the department of a resource person for European, Russian and Scandinavian studies in addition to Literature. I also wish to further develop my skills in the delivery of reference information and to become more effective in contributing to the governance of the department.

OBJECTIVES:

1. Upgrade language skills of Russian, German, French and Italian; increase knowledge of literary, cultural and social expression in same areas, in addition to English and American.

2. Gain knowledge of European and Soviet current affairs through participation in an IGCC research project on international security and arms control and by traveling in the USSR and Europe.

3. Participate in a training program given by the Documents and Maps Department.

4. Upgrade online searching skills, particularly searching of MLA and other Humanities databases.

5. Continue to work with other members of the department and the department head for better communication within the department.

6. Participate in strategic planning efforts, e.g. on issues relating to reference desk staffing, workload analysis, etc.

5/11/89

5/11/89
signature date

September 1989

TO:

FROM:

SUBJECT: Collection Development Goals and Objectives
October 1989 - December 1990

Strategic Plan Actions

Action 1	Enhance and formalize communications about new programs, new faculty and their research interest, and curriculum changes:
Objective:	Continue to send quarterly acquisitions lists to all faculty in the Literature Department.
Objective:	Send information sheet about computer services in the social sciences, art and humanities and about subsidized online database searching for graduate students to all Literature faculty and graduate students. (Fall 1989)
Objective:	Meet with all new faculty. (Fall 1989)
Objective:	Meet with as many graduate students as wish to respond to my invitation at the Literature Graduate Student Orientation and specifically seek out the foreign students. (Fall 1989)
Objective:	Work with three new faculty in French Literature to find out about their research interest and its impact on collection development, also in areas outside Literature.
Objective:	Continue seeking collection development input from faculty, on a regular basis with French, Italian, German and Russian section members, ad hoc with other faculty.
Objective:	Continue to work with other bibliographers, informing them when literature faculty research extends into their areas, negotiate shared acquisitions, etc.

Action 5.	Continue intensive collection management activities with broad faculty input.
Objective:	Weed the Scandinavian collection. (Fall 1989)
Objective:	Weed the Russian, German, and French collection at times when the faculty workloads allow for cooperation. (1990-1991)
Action 7	Develop formal written coordinated collection development agreements with other UC campuses, SDSU, and other institutions.
Objective:	Continue working as a member of LAUC Ad Hoc Committee on Shared Collections.
Objective:	Work as member of the new Coordinated Collection Development Task Force.
Objective:	With George Soete and Terry Allison develop coordinated collection development agreement with other UC campuses as appropriate and in this process determine UCSD's responsibility for poetry collecting in the UC system. Mid-November, 1989. This issue will be addressed also in the LAUC Ad Hoc Committee on Shared Collections. (1990)
Objective:	Develop coordinated collection development agreements with other UC campuses regarding fiction collecting, working with the LAUC Ad Hoc Committee on Shared Collections. (1990)
Action 9	Conduct comprehensive census of resource-sharing possibilities in the UCSD Library.
Objective:	Some of this is addressed above in Action 7.
Objective:	Explore possibilities of resource sharing with SDSU and SDPL regarding fiction, poetry, and children's literature. (1990)
Action 11	Establish regular contact with functional colleagues within the UC system and other institutions.
Objective:	Continue habit of contacting UC colleagues in person or by phone about once a year.
Objective:	Meet with functional colleagues at UCB. November 29, 1989

Meet with functional colleagues at SDSU, USD, and SDPL in connection with work on Coordinated Collection Development Task Force. (Fall 1989)

Action 14 — Develop plan and policies for a tiered approach to collection development and management.

Objective: I plan to bring about a discussion of coordinated use of SRLF in the LAUC Ad Hoc Committee on Shared Collections.

Objective: Incorporate tiered concepts in revision of Collection profiles. (October 30, 1989)

Action 15. — Provide explicit, written rationalization for format choices.

Objective: Incorporate format considerations in Collection Profiles. (October 30, 1989)

Action 18. — Participate in soliciting collections, etc. in support of campus programs.

Objective: Will continue to encourage Professor Hannes Alfven to donate his papers to UCSD if the Library so desires. (January 1990)

INTERVIEWING TECHNIQUE

Committee members may structure individual interviews in accordance with various factors relating to the status of the candidate (tenured or untenured; nature of job responsibilities), as well as to the degree to which individuals being interviewed could be expected to be familiar with specific aspects of the candidate's job performance. A flexible approach is encouraged. All of the standard questions on specific areas of evaluation (Appendix B) may not be appropriate to each and every individual who is to be interviewed; committee members are also free to ask additional questions which are not on the standard lists.

In conducting interviews, either in person or by telephone, the following general outline should be utilized:

- introduce oneself, as member of evaluation committee;
- state the purpose of the interview or call; mention that information is being solicited in support of future tenure/promotion application;
- note that the interview will be brief; confidentiality will be maintained;
- ask permission to ask a few questions (i.e., provide the individual with an opportunity to decline gracefully, if he/she so prefers);
- ask specific questions, as formulated in advance by the Departmental Library Services Advisory Committee or by members of the candidate's visiting committee;
- ask if the individual cares to provide any additional comments;
- thank the individual for his/her time.

In interviewing individuals who are not members of the University Library faculty, it may be appropriate to make the initial contact by letter. See example on following page. With minor alterations, this model may also be utilized to arrange a telephone interview.

It is also satisfactory for potential interviewees to return annotated questionnaire forms or a formal letter in lieu of a personal or telephone interview.

(SAMPLE LETTER)

Professor Jane Smith
Chair, Library Committee
Department of Transportation
University of Illinois at Urbana-Champaign

Dear Professor Smith:

The Director of Departmental Library Services, Barton Clark, has appointed me to serve on a visiting committee, along with Professor May Jones of the Religious Studies Library, to evaluate the job performance of Assistant Professor Leslie Johnson, who has been employed in the Transportation Library since August, 1984.

If you have time within the next few weeks for a brief interview, we would greatly appreciate having the opportunity to talk with you concerning your perception of Professor Johnson's relationship with faculty and students, general competency as a librarian, and any particular strengths or specific problems in respect to job performance which may have been evident over the past year. We would also like to ask you a few more specific questions concerning Professor Johnson's work in the area of collection development; enclosed is a copy of the questions we would ask if you agree to meet with us.

The information we obtain through interviews with you and your colleagues in the Transportation Department may be utilized as supporting documentation when Professor Johnson comes up for tenure in 1989. We are, however, concerned only with job performance and not with research, publications, professional service, and other tenure criteria.

The interview should take no more than an hour, and will be arranged at your convenience. I will call you next week to ask if you are willing to meet with us. Thank you very much for your interest and assistance.

Sincerely yours,

John Doe, Associate Professor
Popular Culture Librarian

cc: M. Jones

Encl.

University of Illinois at Urbana-Champaign

APPENDIX B (1)

STANDARD QUESTIONS FOR USE BY EVALUATION COMMITTEE:
Reference and Information Service

1. When at work, is the librarian available to assist users?

2. Is the librarian approachable to users?

3. How would you rate your level of satisfaction in finding the information you need through this person?

4. Does the librarian show initiative in offering professional help?

5. What, in your opinion, is the level of knowledge of the librarian in respect to the various information sources relating to your field of expertise?

6. Have you had any database searches conducted by this librarian? If yes, were you pleased with the search? If not, why not?

7. Have you attended any bibliographic instruction sessions conducted by this librarian? If yes, how would you rate the value of the same?

8. Generally speaking, how would you rate the librarian's communication skills?

9. What is your overall opinion as to librarian's professional competency in the area of reference service?

APPENDIX B (2)

STANDARD QUESTIONS FOR USE BY EVALUATION COMMITTEE:
Collection Development

1. In your opinion, does the librarian keep abreast of research and current developments in your field of expertise?

2. Are you satisfied that the librarian is doing everything possible to identify and acquire materials published in your field of expertise?

3. Does the librarian respond to faculty/user suggestions regarding materials for acquisition?

4. In the event of the library not being able to acquire requested material, are you satisfied with the librarian's explanation or alternative?

5. In your opinion, is the librarian helpful to users in regard to specific inquiries (such as following up on book orders already placed, making inquiries concerning items in binding, etc.)?

6. Do you often find that recently published materials in your area of expertise have already been ordered before you had an occasion to request them specifically?

7. Allowing for the fact that library budgets and collection development policies do not usually permit comprehensive acquisition in any single area, do you consider that the librarian is making appropriate choices of items to purchase out of the entire range of material published in your field of expertise?

8. What is your overall impression of the librarian's performance in respect to building the collection generally?

Sample Goals Statements Relating to Liaison Activities
(Extracted from goals documents of several librarians)

Librarian 1

a. Maintain liaison with French faculty through visits, phone, and memoranda.

b. Ascertain the research and teaching needs of new faculty by meeting with them.

Librarian 2

a. Working closely with faculty (monthly meetings), expend budgeted funds judiciously.

b. Working with the faculty, develop handouts and projects to assist in educating students of Italian in the use of Libraries' resources.

Librarian 3

Improve communication with and involve Humanities faculty in Classics, Linguistics and Portuguese Literature more fully in the collection management process.

a. Beyond the Linguistics Department proper, work to establish an e-mail distribution list which includes faculty members from several departments with an interest in linguistics.

b. Work to establish an e-mail distribution list for Classics faculty.

e. Communicate with Prof XXX of the Department of Spanish and Portuguese at least once during the year concerning collection development in Portuguese Literature.

EXPECTATIONS OF BIBLIOGRAPHERS

The primary responsibility of the Bibliographer is the development and maintainance of those segments of the collection to which he or she is assigned, including selection, evaluation, preservation and weeding. While other achievements in the Libraries or in the profession are expected of the Bibliographer, their numbers will not compensate for neglect or inadequacy in this primary responsibility. The quality of a Bibliographer's work may eventually be revealed through the opinion of those who use the collection he or she has formed over many years. However, collections grow and change slowly and noticeable improvement is often dependant on the amount of money available. Therefore, it is necessary to use interim means of assessing the Bibliographer's work, to employ surrogates for precise measures of collection quality, and to base evaluations on presumed effect of the Bibliographer's knowledge and achievements. The following description of what is expected of Bibliographers at the University of Notre Dame Libraries attempts to guide bibliographers in their professional development while making explicit the basis on which their performance will be appraised.

I. Bibliographers will be expected to demonstrate increasing expertness with regard to their particular segments of the collection. This will be manifested by:

   A. Knowledge of publishing and book trade activity in their fields, e.g., major publishers, specialty book dealers, predominance of particular types of material, volume of publishing and costs, etc.
   B. Understanding of use and relative importance of library resources, both print and non-print, in teaching and research in their fields.
   C. Knowledge of the type of course offered in relevant programs at Notre Dame, the research being carried out by various professors here, etc.
   D. Some understanding of the nature of an outstanding collection in their fields, where such collections exist, etc.
   E. Knowledge of Notre Dame's collection in their fields, its major works, strengths, weaknesses, how well it meets local needs, priorities for improvement, etc.

   Mastery of all of these would require years of experience, and so what is expected is evidence of gradual progress toward competence. Such evidence is

found in the quality of information and advice regarding the collection given to the Assistant Director, Head of Acquisitions and others in the Library -- is it clear, specific, consistent, and does it prove to be useful? Other evidence is found in written reports such as requests for funds, justification for serials and expensive purchases, collection assessments, endowment proposals. Are these specific, based on collection goals and long-range plans? Does the Bibliographer produce them without being prodded? Further evidence is in the confidence demonstrated by faculty members in the Departments to which the bibliographer is assigned -- are there signs that the bibliographer is increasingly consulted with regard to the collection, is there other testimony to his or her competence from faculty members? The goal for bibliographers is to become the Libraries' experts on library resources in their fields, whose knowledge of the relevant subject resources, how they are acquired and used, is more comprehensive than that of any one member of the Teaching and Research Faculty and more specific than anyone on the Library Faculty.

II. Bibliographers are expected to demonstrate scholarly and professional interests and achievements, particularly in fields related to their collection responsibilities. Indications of this include:

A. Completion of advanced degrees in a relevant subject area. While the function of a Library bibliographer requires a broader purview than that of a scholar in a particular discipline, familiarity with research in a discipline and the winning of academic credentials can assist Bibliographers in gaining the confidence of faculty members, and in fulfilling the expectations outlined in part I.

B. Attendance at courses, lectures, seminars, etc. in relevant fields. Not all Bibliographers will have extensive academic background in these fields, but all should have sufficient interest in the discipline to learn more about it.

C. Research and writing, either in relevant subjects or in library professional matters related to the responsibilities of the position.

D. Participation in relevant professional or scholarly organizations.

These expectations are closely related to the criteria for appointments and promotions applicable to all

members of the Library Faculty. For Bibliographers they should be realized in a way that furthers the role of the particular Bibliographer in the University Libraries.

III. Bibliographers are also expected to perform the following functions which both contribute to the quality of their collection development and make an independent contribution to the University Libraries.

A. The bibliographer should be active in promoting upper level bibliographic instruction, and in developing new approaches to such instruction. Evidence of success here are courses offered (are they increasing, is the Bibliographer being asked to return, etc.) as well as the testimony of students and faculty.

B. The Bibliographers should be increasingly involved in specialized reference in their fields, including data base searching if that is appropriate. There should be evidence of energy and creativity in promoting and providing library services to students and faculty in their departments. Evidence of growing success comes in the numbers that seek out the Bibliographer, and in referrals from other library departments, especially Reference. Testimony detailing ways in which the Bibliographer assisted research are valuable evidence of achievement as well.

IV. Like other librarians, Bibliographers are expected to play a role in the work of the Libraries generally, through Committees, special projects, etc.

A. Testimony from Committee chairs describing the particular contributions of the Bibliographer to the achievement of the Committee's purpose is valuable evidence.

B. Creative suggestions for new approaches contributing to the achievement of the mission of the Libraries, and demonstrated initiatives toward that end are very important.

C. The contribution of the Bibliographer to successful projects and the quality of reports produced are also important here.

In evaluating Bibliographers with regard to these matters the level of their activity, the amount of initiative they take, their mastery of professional

matters and understanding of Library operations as revealed in the breadth of knowledge and quality of analysis they demonstrate are all taken into consideration.

V. Bibliographers are expected to communicate effectively and to cooperate well with others in achieving Library goals, even though they work independently more than most librarians.

A. Effective communication means gearing the style and substance of the communication to the various groups with whom they interact -- faculty, students, Library administrators, Library faculty and staff.
B. Communication must be animated by a real understanding of the academic world and an appreciation of scholarship.
C. Cooperation within the Libraries must be based on an understanding of the requirements of others' positions and a willingness to share knowledge and experience.

Although all five expectations have some application for every Bibliographer, the degree to which each is fulfilled will vary not only with the Bibliographer's personal characteristics but with the nature of his or her subject responsibilities. They are intended as a guide in the formation of professional goals, as a basis for discussion of the Bibliographer's activities in monthly reports and biweekly meetings with the Assistant Director, and as a means to evaluate the Bibliographer's performance.

[The following is from "General Evaluating Criteria for Librarians" as adopted by the University of Oregon Library Faculty and approved by the University Librarian]

I. QUALITY OF PROFESSIONAL PERFORMANCE

A. Applicable to all librarians

1. Effective use of subject knowledge
2. Stimulation of faculty and student use of library resources
3. Efficient development of subject collections
4. Maintenance of appropriate standards of student performance
5. Preservation of quality in all areas of bibliographic service
6. Development and utilization of innovative techniques and tools related to information retrieval and bibliographic service
7. Cooperation with scholars, other clientele, and staff in forwarding general objectives of the University
8. Teaching and developing evaluative materials reflecting current scholarship in a discipline or the profession
9. Participation in academic advising and consultation
10. Effectiveness in professional roles
    - (a) Applicable to activities in public services: Effectiveness of the reference interview and motivation of client interest in the use of the library
    - (b) Applicable to activities in the technical processing of materials: Effectiveness in applying bibliographic techniques to pragmatic solutions of organizing library collections
    - (c) Applicable to activities in formal classroom teaching:
        - (1) Classroom instruction, including careful preparation of course material and effectiveness of presentation
        - (2) Academic advising, consultation, and informal teaching
        - (3) Stimulation of student interest in quality work by students
        - (4) Supervision of student research
        - (5) Revision of courses to keep them updated
        - (6) Maintenance of appropriate standards of student performance
        - (7) Evaluation of student performance
        - (8) Interest in effective teaching techniques
        - (9) Defining education objectives and developing teaching and evaluative materials reflecting current scholarship in the discipline and in education theory

B. Applicable to librarians with major administrative responsibilities

1. Ability to set objectives, express them clearly, and plan their execution
2. Decisiveness and efficiency in the decision-making process
3. Ability to plan and to organize current, day-to-day operations
4. Alertness to new methods and technological changes
5. Appreciation of interdepartmental and University-wide relationships and cooperation
6. Effectiveness in the execution of top management policy decisions
7. Recognition of necessity for critical consultation and cooperation with management up and down the line
8. Effective utilization of applicable channels of communication, including reporting to subordinates and to management
9. Responsible assumption of coordination and direction of subordinate parts of departments and divisions
10. Effectiveness in delegating authority with balance of required supervision
11. Development of staff for more effective and satisfying job performance, including enhancement of the professional role
12. Effectiveness in establishing adequate on-the-job training programs with follow-up in personnel evaluation

Appendix B

Criteria for Evaluation of Collection Development Activities

Bibliographers will be evaluated on the extent to which they fulfill the following ideals.

Awareness and Support

Bibliographers should maintain open and supportive relationships with their assigned university clientele. They should strive to understand the main areas of teaching, research, and extension emphasis within their assigned units and to be alert to new programs and research interests. They should alert their clients to new library resources and services of potential use to their programs.

Selection

Bibliographers should understand the main traditions, topics, and techniques of their assigned disciplines and the structure of the literatures which report progress in their fields. They should be sensitive to new disciplinary developments. Their selection of library materials should serve primarily to represent the literatures of their assigned disciplines to present and future readers throughout the university community, and secondarily to support the related interests of their clientele.

Bibliographers should use an appropriate mixture of alerting tools and review mechanisms so as to acquire both current materials and those identified as valuable for the long term. They should recognize that different needs may justify acquisition in a variety of physical formats, or indeed the substitution of access for ownership. Selection decisions should reflect informed judgment about the strengths, weaknesses, and redundancies of the existing collection.

Ongoing maintenance of the collections and special projects in deselection and review should be pursued with the same goals as motivate current selection.

Library Programs and Procedures

Successful bibliographers draw effectively on the efforts of their colleagues, while making their own contributions to group effort. To this end, bibliographers should refer requests to their colleagues' attention when appropriate, and should respond cooperatively to referrals. Bibliographers should be able to specify and justify their budgetary needs, and to spend allocated funds at a regular pace.

Bibliographers should contribute to a high level of cooperation and joint effort within their subject teams and among all bibliographers. Their decisions about selection, cataloging, and retention should consider the needs and resources of their colleagues in technical services.

Appendix E

Collection Management for Academic Departments/Subject Disciplines

1. Learn about the characteristics of the subject discipline in general.
2. Learn about present trends and new directions in the discipline.
3. Learn about the existing literature and bibliographic characteristics of the discipline.
4. Learn about your assigned subject department's particular activities in the subject discipline.
5. Learn about other general important subject areas of interest to your assigned department.
6. Learn about other departments' interest in your assigned subject discipline.
7. Develop competencies for the evaluation of the library's collection in the subject area(s), including comparative analysis with the "great" collections in the subject area.
8. Monitor newly published materials in the subject discipline(s).
9. Develop collection management strategies for the subject(s)/discipline(s), including: criteria for priorities in purchasing, criteria for budget allocation, retrospective collection development, storage, deselection, and preservation.
10. Select materials in the subject(s).
11. Monitor the budget.
12. Liaison with the faculty.
13. Participate in special projects, committees, etc., as needed.

Virginia Polytechnic Institute and State University

SYSTEMS AND PROCEDURES EXCHANGE CENTER

ASSESSMENT OF LIAISON SERVICES

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

PUBLIC SERVICES ANALYSIS PROJECT
Spring 1991

Working Group Charge Outline: Liaison Working Group

Charge: Your charge is to examine and analyze the current scope and effectiveness of liaison services and activities carried out by liaison librarians for the University Libraries, and to determine if improvement, enhancement, or modification is warranted.

1. For purposes of this analysis, liaison services at the University Libraries are to include all aspects of communication (techniques and content) between liaison librarians and the faculty (including adjunct faculty, teaching staff, graduate and undergraduate students, in their assigned liaison departments. The focus of assessment is to be on the overall impact of these liaison activities, not on the specific activities or performance of individual librarians. However, you may need to analyze some data according to broad discipline or subject categories (i.e. Humanities, Social Sciences, Sciences, undergraduate programs vs. graduate programs.)

The analysis should address, but is not limited to the following questions:

Services and Roles

a. What is the liaison-to-faculty ratio for liaison librarians at UN-L? What is the liaison-to-student ratio, where "student" equals the number of individuals registered for classes in a liaison's departments in a given semester? Also break down by graduate and undergraduate student populations.

b. How much of liaison librarians' time is spent specifically on liaison activities?

c. What services are liaison librarians currently providing to faculty, staff and students in their assigned departments (i.e. specialized reference services, new book lists, selective dissemination of information, custom bibliographies)?

d. What liaison services do faculty consider most important? Are there services not offered that they would like for us to provide? If so, how do they rate these in importance compared to those currently offered? Are there services currently being offered that faculty would not mind being discontinued?

e. What liaison services do librarians consider most important? Are there services not offered that they would like to offer? If so, how do they rate these in importance compared to those currently offered? Are there services currently being offered that they would like to discontinue?

f. What are faculty perceptions of what the role of a liaison librarian should be? What are liaison librarians' perceptions of what the role of a liaison librarians should be?

g. Are faculty aware of who their liaison librarian is? Are they aware of what the liaison librarians do, and what services they can provide? If not, should more be done to inform faculty? If so, how should this be done?

h. Do faculty find their liaison librarians to be approachable, available and helpful? Why or why not?

i. How frequently, and for what reasons, do instructors or faculty refer students to a liaison librarian?

Communication Methods

a. What methods do liaison librarians use to communicate with members of their assigned departments (i.e. letters, memos, telephone, e-mail, book chairs, Link, Scarlet, "grapevine")? Consider both how liaisons send information to department members, and how department members relay information to their liaison librarians. How well do these methods work? What forms of communication do faculty prefer? What other methods might be useful?

b. To what extent do liaison librarians currently rely upon departmental book chairs? What roles do book chairs fulfill?

b. Do librarians think having a designated book chair in each department is an effective way to maintain contact with their liaison departments? Why or why not? Do the faculty think this is an effective means of communication? Why or why not?

c. Is the amount of information liaison librarians are providing to their departments adequate from the perspective of the faculty members? from the liaison's perspective?

d. Are faculty aware that their input is important for collection development (selection and deselection) decisions liaison librarians make?

e. Do faculty feel they are given adequate opportunity for input to collection development decisions? How is this input given?

f. Is the amount of information faculty are providing to their liaison librarians adequate from the liaison's perspective? from the faculty's perspective?

g. What opportunities do liaison librarians have to meet with their departments? How frequently do liaison librarians meet with their departments as a group? With individual faculty members? Who initiates these meetings?

Faculty Information Needs

a. For what reasons do faculty contact their liaison librarian (i.e. book requests, report mutilated or lost material, personalized reference service, library instruction, computer search)? What is the volume and frequency of faculty-initiated contacts?

b. What kinds of information needs do faculty not bring to their liaison librarian? Why? To whom do they turn instead?

c. What kinds of information do faculty consider most important for liaison librarians to provide to them (i.e. reference assistance, bibliographic verification, serials holdings, library policies or procedures, holdings of UN-L or regional libraries)? What kinds of information do liaison librarians consider most important for them to provide to their faculty?

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Liaisons' Information Needs

a. For what reasons and how frequently do liaison librarians contact their faculty?

b. How frequently do liaison librarians refer faculty or students to other resources/services, either inside or outside the Libraries (i.e. referred to circulation for overdue charges, referred to State Historical Society, or Department of Public Safety)?

c. What kinds of information do liaison librarians consider most important for faculty to provide to them (departmental goals, curriculum development, student enrollment, syllabi, library assignments)? What kinds of information do faculty consider most important to provide to their liaisons?

d. Are librarians able to get the information they need, regarding their assigned departments (i.e. names of graduate students, departmental goals, curriculum emphases, enrollment figures, class library assignments), in order to make the best decisions about library matters affecting users? Why or why not? Are their other ways of getting this information?

e. Are liaison librarians able to obtain the library and publishing information they need (i.e. prices for serial backfiles, status of accounts, status of orders), when they need it, to do their jobs effectively?

f. Are liaison librarians given adequate orientation to the duties and responsibilities they have as liaison librarians, and ongoing opportunities for exchange of ideas? If not, what changes are recommended?

g. Do liaison librarians experience time conflicts which limit their effectiveness as liaison librarians? If so, how severe are these conflicts? How do liaisons deal with them?

h. What conflicts, other than time, do liaison librarians encounter. How do they manage these conflicts?

2. Library Departments and sub-units to investigate:

Central Reference Services, Branch Services

3. Personnel:

Department chairs; Coordinator, Collection Management & individual Liaison Librarians

4. Reports, documents and forms available:

The following documents contain information relevant to your charge. You will likely want to consult them while developing your strategy and before making your final recommendations:

Annual Reports, Multiple Location Decisions, IRIS suggestions, Annual Statistical Report of Faculty and Student Counts by Department

5. Possible methodologies and target groups to be surveyed:

The following methodologies and target groups are suggested for consideration; however, the working group should not feel limited to these suggestions:

a. Interview or survey liaison librarians
b. Solicit examples of printed communication between liaison librarians and faculty, staff or students
c. Asked liaison librarians to interview selected faculty, staff and students in their assigned departments.

6. Target dates:

June 14 - Outline of methodologies
July 12 - Data collection instruments to Steering Committee for review
August 12 - Internal data collected
September 6 - Interim report due
October 24 - External data collected
November 18 - Final report due

7. Final Report:

a. Findings -- should include:
- statement of assumptions made
- an explanation of methodologies employed
- description of the population(s) studied or source of data
- presentation of data in appropriate formats such as tables, graphs or charts
- summary of major findings
- interpretation of data
- discussion relating findings to other existing library services

b. Recommendations -- may include:
- short range recommendations (prioritized)
- long range recommendations (prioritized)
- recommendations requiring further study or discussion

8. Steering Committee contact: Gail Latta

9. Date charge finalized: 20 May 1991

*Charge developed by Public Services Analysis Project Steering Committee: Rebecca Bernthal, Chair; Jerry Frobom, and Gail Latta

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Data Tables*

Questionnaires were sent to 18 selectors. Sixteen (88.8%) responded

To: Selectors
From: Library Collection Development Task Force
Subject: Collection Development

As part of the Libraries' strategic planning initiative, we want to get a better sense of challenges you face in your work as a selector. We would appreciate it if you would help us by taking some time to answer the following questions; please don't feel you have to spend more than one half hour.

Please return your comments to Wanda Dole by Friday, May 22, 1992. Thank you very much for your help.

1. What are your other responsibilities in addition to your work as a selector? (selectors gave more than one response)

	N	%
Head, branch library	6	24
Reference desk	4	16
Reference-local unit	2	8
Dept. head	3	12
Teaching credit course	2	8
Cataloger	1	4
Acquisitions	1	4
Bibliographic instruction	1	8
Database searching	1	4
Map Librarian	1	4
Writing library handouts	1	4
Weeding reference collection	1	4
Govt. Docs. Desk	2	8
	25	100%

*From: Task Force on Collection Development Final Report
State University at Stony Brook

2. Approximately what percentage of your time do you devote to selecting? Do you consider this adequate for the job?

	N	%
50%	1	6.25
25%	2	12.5
20%	2	12.5
15%	2	12.5
10-15%	3	18.75
5-10%	4	25
no answer	2	12.5
	16	100%

Is the time adequate?

	N	%
No	7	43.75
Yes	6	37.5
No answer	3	18.75
	16	100%

3. For which academic departments are you responsible?

Number of Dept. Covered by Each Selector

	N	%
One	5	31.25
Two	3	18.75
Three	2	12.5
Four	1	6.25
Six	2	12.5
Seven	1	6.25
	16	100%

4. Please list in order of importance the constituencies for whom you select (faculty, graduate students, undergraduates, the community, etc.). (Selectors gave more than one response)

	N	%
Faculty	15	27.7
Graduate students	15	27.7
Undergraduates	15	27.7
Community	6	11.15
Post docs	1	1.85
Faculty (other fields)	1	1.85
Campus agencies	1	1.85
	54	100%

State University of New York at Stony Brook

5. How do you determine selection priorities?

	N	%
Current research needs	6	12
Faculty requests	6	12
Collection Development Policy	5	10
Student requests	5	10
Current instruction	5	10
Selector's knowledge of field	4	8
Importance of publication	4	8
Future research needs	3	6
Reputation of author	2	4
Reputation of publishing	2	4
Bibliographies	2	4
Reviews	2	4
Price of publication	2	4
Importance of topic	1	2
Publisher's announcement	1	2
	50	100%

6. Please list in order of frequency the means by which you communicate with the department(s) you represent (memo, phone, e-mail, meeting with department liaison, meeting with department committee, etc.).

	N	%
Memos	13	26
Phone calls	11	22
Meetings with department liaison	9	18
In-person interviews	7	14
Department meetings	5	10
E-mail	2	4
Hearsay	1	2
Department programs	1	2
Social events	1	2
	50	100%

7. Approximately how often do you confer with your constituency about selection policy and/or individual orders?

	N	%
As needed/requested	5	31.25
2-3 times a month	4	25
Once a month	2	12.5
Weekly	2	12.5
Every other month	1	6.25
Daily	1	6.25
Annually	1	6.25
	16	100%

8. What are the greatest difficulties you face in your work as a selector?

FACULTY

Faculty lethargy--most order nothing

Faculty ignorance--I often receive orders for things we already own or things we receive automatically, such as university press books.

Getting faculty/student feedback in use/appropriateness of titles, especially of serials -- and getting honest (or even informed) feedback!

Getting known as the selector.

Lack of communication from teaching faculty to me (e.g. about new courses planned).

Prioritizing faculty requests, especially when they may be frivolous or uninformed.

Physical distance from department.

Inability to communicate with department as a group (easy to communicate with individuals, but hard to get department as a whole to set priorities or even to meet with me).

Unequal involvement in selection by different departments, making it difficult to apportion funds fairly.

PUBLISHING/MATERIALS

Unavailability of needed materials.

The scope of the field is very broad.

Overload of leaflets and catalogs from publishers.

Making good decisions about electronic resources.

BUDGET

New technology diverting money from book funds.

Lack of funds, especially for serials.

Determining what an optimal serials list would look like in the age of shrinking funds, accountability and resource sharing and concomitant efforts to get consensus from faculty.

Not enough money for monographs. (2)

Uncertainty about large purchases (will there be "end of the year" money or not?).

Budget uncertainty and rigidity (i.e., foreign orders, etc.)

Communication (vertical and horizontal) about book budget and projects, etc.

TIME
Lack of time (5).

Not enough time to follow up on research interests of faculty and teaching activities.

Not enough time to do evaluation of collection.

LIBRARY
Rigidity of library rules.

Lack of policies and procedures.

Timetable for ordering, but this is improving. (2)

Acquisitions Department's reluctance to order out-of-print materials. (2)

Bizarre non-standard approval plan with a book store--it is hard to predict what will be covered and when.

Limited publisher coverage (only university presses) on approval plan.

Lack of guidelines on preservation photocopying.

Lack of planning, communication and focus in the present collection development environment.

SUPPORT STAFF
Lack of support staff to search lists and catalogs. (2)

Not enough technical support.

MISCELLANEOUS/?
Fear of any constructive criticism.

Not knowing what other people do.

9. What are the greatest successes you have experienced in your work as a selector?

Acquisition of Wilson CD-ROM proved to be exceedingly popular; teaches undergraduates to use the journal collection (I wish I had comparative use studies before and after!).

Anticipating needs of students and faculty. (6)

Finding that books I selected circulate a lot.

Receiving favorable comments from patrons about the collection. (3)

Faculty come back from other universities and praise our collection.

Built a collection faculties are proud of. (3)

I enjoy the research projects which I have been involved in through RLG - Conoco Project, Long Term Serials Project.

Asked to be an affiliate for the graduate women's studies certificate.

Director of program asked me to work with her on library display.

Getting department to make some effort to review journal subscriptions.

Changing department priorities to strengthen new programs.

Learning the literature of the field.

Building an excellent core collection and patron constituency.

Finding and buying many unusual resources.

Meeting diverse, esoteric and sometimes desperate needs.

Trying to buy duplicate copies when needed.

Setting up approval plan.

Teaching a graduate course in department.

Involving faculty in selection.

10. What suggestions do you have for how your work as a selector could be made more effective?

COMMUNICATIONS WITH FACULTY
Invite me to attend a faculty meeting at the beginning of year, to inform faculty of library's rules and restrictions, need for information, etc., and to hear about new programs.

Getting more professional feedback (either librarian or professor) on selections and needs.

Need to receive vitas of newly appointed faculty so that we can check our collection.

Need to know about new courses being offered.

Need to know about new institutes being formed on campus.

COMMUNICATIONS/LIBRARY
If new acquisitions lists could be printed on a 4x or 6x/year basis for the department, or on-order lists (or titles) were immediately available (online), I know it'd be a tremendous help to them.

Availability of STARS reports such as circulation statistics for call number groups or lists of new acquisitions.

More organized and efficient selector (sic) meetings.

BUDGET
Having a larger, more stable budget.

Make budget more flexible.

Need authority to shift funds between monographs, serials, approval plans, etc.

POLICIES/PROCEDURES
Make library rules more flexible.

Need clearer procedures for almost everything.

Change approval plan vendor for art.

A good approval plan for Women's Studies and Africana.

Revise profile (add more publishers) to Ballen profile.

Make timetable for ordering more of a continuous process.

Online acquisitions.

COLLECTION EVALUATION
More evaluation of the collection, more comparative data. (2)

Access to AMIGOS for collection analysis.

ACCESS
To be able to use funds for access as well as acquisition.

To be able to point to an excellent document delivery system when justifying what can't be acquired.

SUPPORT STAFF
Give me some student help.

Establish a pool of qualified searchers for both pre-order searching and verification and a pool for searching lists, bibliographies, etc, (this type of searching could perhaps be done by graduate students). (2)

TIME
More time.

There is never enough time to keep up with the activities of the departments.

WORKLOAD
Reduce my work load at the reference desk. (2)

MISCELLANEOUS/?
Help and support of the Library Administration.

Better communication and interraction [sic] with Assistant Director for Collection Management.

Less bureaucratic structure.

11. What do you feel will be the main challenges in collection development for the field(s) you represent in the coming years?

ACCESS VS OWNERSHIP
Change from ownership to access will be difficult at first.

To find out what faculty and students really need and how they prefer to get it, to help educate them about all the resources that exist and the many ways in which they can be accessed--then make the right choices for the library's role - or more simply put: access versus ownership issues, and how that access is provided. (4)

Providing needed materials when they are needed. Lack of funds will probably require more resource sharing, but often even one-day for document delivery is too long a delay for a patron. Demand for materials owned by other libraries will increase.

Fax as a method of delivery can present problems for music: some formats won't fax successfully, and it is illegal to perform music from faxed copies.

BUDGET
Inflation

Book budget.

Serials budget. (2)

Rising prices of foreign publications.

Balancing scarce resources and increasing demands. More books being published, less money to buy them. (5)

Monitoring budget adequately to continue collecting core materials.

Growing number of new journals. (2)

Continuing increases in costs of books and journals.

Maintaining a budget earmarked for specific subject or genre requests.

NEW TECHNOLOGIES
Proliferation of non-book formats.

We need timely online indexing/abstracting of all fields, including Medline.

Learning new technologies, new CD-ROM products and software.

Acquiring hardware and software to provide electronic indexes (and other hi tech services) we should have, without letting the quality of the collection degrade. (2)

Electronic vs. print.

Need to adjust to new technology, acquisitions and serials modules online.

How will we pay for online access? (3)

COMMUNICATIONS WITH FACULTY
I need to know more about faculty needs.

PRESERVATION
Preserving brittle or otherwise perishable materials of research value.

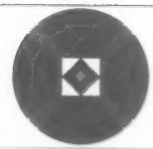
Deciding what items to replace or duplicate.

MISCELLANEOUS
Serious problems facing the Humanities and Fine Art Division at S. Brook.

SYSTEMS AND PROCEDURES EXCHANGE CENTER

SELECTED READINGS

ASSOCIATION OF RESEARCH LIBRARIES



OFFICE OF MANAGEMENT SERVICES

Liaison Services in Academic Libraries: An Annotated Bibliography

compiled and annotated by Gail F. Latta
Associate Professor, University of Nebraska-Lincoln

Bagnall, Roger S. and Carolyn L. Harris. "Involving Scholars in Preservation Decisions: The Case of the Classicists. *Journal of Academic Librarianship* 13 no. 3 (July 1987): 140-146.
This article describes a rational plan for involving faculty in the deselection of library materials and the designation of preservation priorities in academic libraries. The advantages and disadvantages of involving scholars are given.

Bell, Jo-Ann. "Faculty Input in book Selection: A Comparison of Alternative Methods." *Bulletin of the Medical Library Association* 75 (July 1987): 228-233.
This article is one of the few empirical studies of liaison services. This study sought to assess the effectiveness of book selection based on faculty ratings of subject terms from the Medical Subject Headings (MESH) list. Comparisons of librarians' and faculty's selection decisions suggested MESH ratings alone do not constitute an accurate basis for collection development.

Buckeye, Nancy. "A Plan for Undergraduate Participation in Book Selection." *Library Resources and Technical Services* 19 (Spring 1975): 121-125.
The author argues for the involvement of undergraduate students in the selection of materials for academic libraries. A specific plan is proposed, followed by rebuttals from three respondents.

Byrd, Cecil K. "Subject Specialists in a University Library." *College and Research Libraries* 27 (May 1966): 191-193.
This article describes the genesis of the subject specialist's position in the library at Indiana University. The goals of the program are stated and the scope of liaison activities are described. Non-librarians hired to fill the positions were considered full members of the academic departments they represented.

Cenzer, Pam. "Library/Faculty Relations in the Acquisitions and Collection Development Process." *Library Acquisitions: Practice and Theory* 7 (1983): 215-219.
This article provides a fluid discussion of two primary issues for liaison librarians: the role of faculty in selection, and management of the faculty library committee. Alternative ways of involving faculty in selection, from policy formulation, to budget allocation and materials selection are described. Methods of motivating faculty participation and cooperation are outlined.

Commerton, B. Anne. "Building Faculty/Library Relationships: Forging the Bond." *The Bookmark* 45 (Fall 1986): 17-20.
This article is based on the premise that perceptions librarians and faculty have of one another determine the quality of their relations. It suggests ways of removing misconceptions between them. A service-oriented philosophy and a sense of self-worth are identified as prerequisites for productive library/faculty relations. Involvement on the part of librarians in the academic community is encouraged.

Drummund, Rebecca C., Anne Page Mosby, and Munroe Hovas. "A Joint Venture: Collaboration in Collection Building." *Collection Management* 14 (1991): 59-72.
The authors discuss three areas in which librarians need to develop awareness and skill in order to conduct effective liaison work. Areas highlighted are: understanding the academic milieu, the political environment, and cultivating effective public relations skills.

Dukes, Robert J. Jr. "Faculty/Library Relations in Acquisitions and Collection Development: The Faculty Perspective." *Library Acquisitions: Practice and Theory* 7 no. 3 (1983): 221-224.
Library collection development routines are described from the perspective of a college faculty member. Practices that serve as barriers to faculty participation in collection development are identified. Insight is provided into the distance that must be bridged between faculty and librarians.

Ekkebus, Allen E. "Librarian-Researcher Cooperation with a Liaison Program." *Tennessee Librarian* 39 (Spring 1987): 17-19.
A liaison program in a special library that incorporates features useful to the academic research community is described. Liaison services focus on three primary activities: Collection development, online searching, and promotion of library services. Through direct contact with researchers, liaisons are able to monitor information needs within their divisions.

Emmick, Nancy J. "Historians and Librarians: A Productive Partnership." *History Teacher* 22 no. 4 (August 1989): 375-386.
This article examines the relationship between historians and librarians, and suggests ways they can work together to develop and preserve library collections that sustain historical research. Issues examined relate to: budget, approval plans, periodicals, subject specialists, and the departmental library committee.

Gardner, Charles A. "Book Selection Policies in the College Library: A Reappraisal." *College and Research Libraries* 46 (March 1985): 140-146.
This article provides a historical treatment of collection development responsibilities in academic libraries. Formerly the province of faculty, several factors combined mid-century to affect a greater role of the lilbrarian in selection. Arguments are offered for increasing the importance of liaisons in selection.

Gasser, Sharon and JoAnne Deeken. "The Acquisitions Librarian and Public Service: Is It Worth the Hassle?" In *Conference on Acquisitions, Budget and Collections*. David C. Genaway, ed., 1990. 189-203.
This article profiles one of the most fully developed liaison programs described in the literature. Organizational issues are emphasized over liaison activities. The role of the Liaison Steering Committee and the Collection Development Committee are described. A statement of goals and objectives for the program is appended. Problems with the program suggest alterations may be needed.

Gater, Helen L. "The Price of Partnership." (Faculty-library cooperation at Arizona State University - West Campus.) *Journal of Library Administration* 14 no. 2 (1991): 87-101.
Although not specifically tied to liaison work, the author outlines methods by which

librarians may become more involved in campus activities, thereby gaining the respect of faculty and a stronger voice in affairs affecting higher education. The benefits of such involvement are enumerated.

Govan, James F. "Community Analysis in an Academic Environment." *Library Trends* 24 no. 3 1979): 541-556.
This article serves as a general discussion of the various user populations served by academic libraries. Methods commonly used to assess and communicate with these groups are described, including the faculty library committee, faculty senate, research teams, subject specialists, graduate and undergraduate students, and administrators. User surveys and other traditional forms of community analysis are described.

Hardesty, Larry. "Book Selection for Undergraduate Libraries: A Study of Faculty Attitudes." *Journal of Academic Librarianship* 12 (March 1986): 19-25.
This article presents the results of a survey developed to assess faculty attitude toward selection of library materials for undergraduate student needs. Only portions of the scale designed to assess faculty selection criteria are reported. The author concludes that "the idea of 'books for undergraduate libraries' is an ill-defined concept" among classroom faculty.

Harlow, Bart. "Achieving Client-Centered Collection Development in Small and Medium-sized Academic Libraries." *College and Research Libraries* 50 no. 3 (May 1989): 344-353.
A model of collection development known as "Client-centered" is described in this article. One portion of this model embodies a liaison system which serves as a two-way communication link between faculty and librarians, allowing concerns regarding collection development and library policies to be exchanged. Librarians are urged to take the initiative in organizing liaison activities.

Hay, Fred J. "The Subject Specialist in the Academic Library: A Review Article." *Journal of Academic Librarianship* 16 no. 1, pp. 11-17.
Collection development responsibilities are emphasized in this historical analysis and comparison of the roles of subject specialist librarians in academic libraries in the United States, Great Britain, Germany, and the Third World. Faculty liaison constitutes one of five primary functions these subject specialists perform.

Huguelet, Eugene. "Faculty vs. Staff Selection: Collection Development in the Academic Library." *North Carolina Libraries* (Spring 1985): 15-16.
The author argues that basing collection development in an academic library on a policy that establishes broad community input insures a balanced collection, responsive to users needs. The policy should establish concrete procedures for faculty, librarians, administrators, and students to select titles.

Kim, Ung Chon. "Participation of Teaching Faculty in Library Book Selection." *Collection Management* 3 no. 4 (1979): 333-352.
This article reports on the results of a study designed to identify the characteristics of faculty who take an active role in collection development, indicating "that years of teaching, age, number of graduate courses taught, publication activities, and professional contacts of the teaching faculty are significantly correlated to (sic) the degree of their active participation in library book selection."

McDonald, J. and L. Micikas. "Collection Evaluation and Development by Syllabus Analysis." In *Conference on Acquisitions, Budgets, and Collections*. David C. Genaway, ed., 1990. 289-316.
This article documents the effectiveness of a method for tying collection development in a college library more directly to the curriculum by involving faculty in an elaborate analysis of their own syllabi. The three-step process coordinates selection with current curricular needs with existing collection assessment.

Miller, Laurence. "Liaison Work in the Academic Library. *RQ* (Spring 1977).
This brief article provides a clear statement of the need to elevate liaison work to a greater priority in librarianship, and identifies the major variables to be considered in designing a successful liaison program. Issues covered include: personnel, institutional commitment, internal communication, skill development, and managing criticism.

Pasterczyk, Catherine E. "Checklist for the New Selector." *College and Research Libraries News* 49 no. 7 (July 1988): 434-435.
Consisting almost entirely of questions, this article identifies the variety of information a liaison librarian should seek regarding a new departmental assignment. Included are things to ask the faculty and the previous liaison, as well as things faculty members will want to ask the new liaison.

Richardson, Jeanne M. "Faculty Research Profile Created for Use in a University Library." *Journal of Academic Librarianship* 16 no. 3 (July 1990): 154-157.
This brief article outlines the development and benefits of a database profiling faculty characteristics for the purpose of aiding the liaison in collection development, reference and referral.

Sandler, Mark. "Organizing Effective Faculty Participation in Collection Development." *Collection Management* 6 no. 3/4 (Fall/Winter 1984): 63-72.
This article outlines a plan for organizing faculty involvement in collection development. The basis of the plan is the education of faculty regarding their role in collection development. The author argues it is in the best interest of the library to educate faculty, thereby defining the means and limits of their influence.

Schloman, Barbara F., Roy S. Lilly, and Wendy Lin Hu. "Targeting Liaison Activities: Use of a Faculty Survey in an Academic Research Library." *RQ* 28 no. 4 (Summer 1989): 496-505.
This article presents the results of a faculty survey that "profiles faculty use and perceptions of the library and identifies specific predictors of faculty perceptions of library performance." Differences were found between junior and senior faculty. Services were rated higher than quality of the collection. Implications are drawn for activities to be targeted by liaisons.

Sellen, Mary K. "Book Selection in the College Library: The Faculty Perspective." *Collection Building* 7 (Spring 1985): 4-10.
This article presents the results of a faculty survey assessing the role of faculty in the selection of library materials, and indicates that faculty consider selection an important activity for which faculty and librarians should share responsibility. Participation was considered more important for teaching than for research activities. Many respondents expressed a need for more assistance in the selection process.

Stankus, Tony. "Making the Scientist a Library Ally in the Real Research Journal Funding Wars." *Library Acquisitions* 14 no 1 (1990): 113-119.
This article outlines an unusual role for the liaison in serials collection management in which the librarian acts as a knowledgeable and persuasive force among faculty, influencing decisions about research funding and publication. Issues addressed include alternative sources of funding, user studies and publishing decisions.

Tauber, Maurice F. "The Faculty and the Development of Library Collections." *Journal of Higher Education* 32 (1961): 454-458.
Inspired by a large-scale effort to involve faculty in assessment of the library's collection, the author shares some thoughts regarding the role of faculty in collection development, providing one of the earliest statements of the "obligations" of faculty and librarians *vis a vis* collection development in the academic library.

Vidor, David L. and Elizabeth Futas. "Effective collection Developers: Libraries or Faculty?" *Library Resources and Technical Services* 32 no. 2 (April 1988): 127-136.
This article presents one of several studies attempting to assess the quality of faculty vs. librarians' selection of library materials. Although a number of methods of comparison were employed, the data is inconclusive, corroborating findings of other studies of collecting effectiveness.

Willmert, John Allen. "College Librarians and Professors: Partners in Collection Building and Fund Allocation." In *Academic Libraries: Myths and Realities*. Chicago, IL: Association of College and Research Libraries, 1984.
This article outlines a process for involving faculty, and the faculty library committee, in developing a formula for allocating collection development funds. It includes a procedure for faculty to report annually the extent of library use necessitated by each of the courses they teach.